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THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Senate

THE NINTH REGULAR MEETING OF THE OKANAGAN SENATE
FOR THE 2020/2021 ACADEMIC YEAR

THURSDAY, 20 MAY 2021

3:30 PM | VIA ZOOM

1. **Senate Membership– Dr Kate Ross**
   New Member (information)
   Raj Somal, Student Member, Faculty of Management, to fill a vacancy until 31 March 2022 and thereafter until replaced.
   Nominating Committee (information)
   In response to the call for nominations issued at the previous meeting, 2 members of Senate who are students have been nominated to serve on the Senate Nominating Committee until 31 March 2022 and thereafter until replaced. Therefore, Jia Fu Lee and Hisham Khan are acclaimed as elected.

2. **Minutes of the Meeting of 29 April 2021 – Dr Santa Ono**
   (approval) (docket pages 4-23)

3. **Business Arising from the Minutes – Dr Santa Ono**

4. **Remarks from the Chair and Related Questions – Dr Santa Ono**

5. **Remarks from the Deputy Vice-Chancellor and Related Questions – Dr Lesley Cormack**

6. **Remarks from the Provost – Dr Ananya Mukherjee-Reed**
   a. General Remarks
   b. BC Ministry of Advanced Education COVID Back to Campus Primer (information) (docket pages 24-34)

7. **Candidates for Degrees – Dr Santa Ono**

   A list of graduands are available from the Secretary before the meeting.

   The Chair calls for the following motion:

   > *That the candidates for degrees, as recommended by the faculties and the College of Graduate Studies, be granted the degrees for which there were recommended, effective June 2021, and that a committee composed of the registrar, the appropriate Dean(s) or their appointed designates, and the*

Chair of the Okanagan Senate, be empowered to make any necessary adjustments. (2/3 majority required)

8. **Academic Building & Resources Committee – Dr Peter Arthur**

   Annual Report (information) (docket pages 35-38)

9. **Academic Policy Committee – Dr Jan Cioe**

   a. College of Graduate Studies Minimum PhD Funding Policy (approval) (docket pages 39-41)

   b. Support for Okanagan Chapter of the Emeritus College (approval) (docket page 42-43)

10. **Admissions & Awards Committee – Mx Rhys Herzberg**

    a. New and Revised Awards (approval) (docket pages 44-47)

    b. UBC Beyond Tomorrow Scholars Program (approval) (docket pages 48-51)

    c. Revisions to the Deputy Vice-Chancellor Scholarships (approval) (docket pages 52-54)

    d. Revisions to the Admission Requirements for the Doctor of Philosophy and Master of Arts in Psychology (approval) (docket pages 55-68)

    e. Exchange Agreement with the University of Warsaw (approval) (docket pages 69-71

11. **Appeals on Standing & Discipline Committee – Dr Robert Campbell**

    Annual Report (information) (docket pages 72-74)

12. **Curriculum Committee – Dr Yves Lucet**

    a. May Curriculum Report (approval) (docket pages 75-114)

    b. Changes to Variable Credit Courses for Workday Student Implementation (approval) (docket pages 115-118)

13. **Joint Report of the Admission & Awards and Curriculum Committees – Dr Yves Lucet**

    a. New Program: Master of Design and Associated New Courses (approval) (docket pages 119-166)

    b. Revised Program: Bachelor of Science, Earth and Environmental Sciences and Freshwater Science Programs (approval) (docket pages 167-185)

14. **Learning & Research Committee – Dr Karen Ragoonaden**

    a. Revisions to Policy O-250: Emeritus Status (approval) (docket pages 186-190)

    b. Report on Student Experience of Instruction (information) (docket pages 191-214)

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15. Nominating Committee – Dr Jannik Eikenaar

    a. Adjustments to Committee and Council Assignments (approval) (docket pages 215-216)

    b. Election of a Vice-Chair from 1 June 2021 to 31 August 2021 (approval) (docket page 217)

    c. Discussion on Proposed Amendments to Policy AP5: Deans Appointments Policy (information) (docket pages 218-229)

16. Report from the Provost – Dr Ananya Mukherjee-Reed

Update on Ministry of Advanced Education Quality Assurance Process Audit (QAPA) (information) (docket pages 230-260)

17. Other Business

The Rules and Procedures of the Okanagan Senate states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

UBC Senates and Council of Senate website: http://www.senate.ubc.ca

Convocation

THE ONE HUNDRED AND SIXTH SPRING MEETING OF THE CONVOCATION

THURSDAY, 20 MAY 2021

Directly following the adjournment of the Senate

Via Remote Attendance

1. **Call to Order – The Vice-Chancellor**

2. **Conferral of Degrees and Awarding of Diplomas and Certificates in Absentia – The Chancellor**

3. **Adjournment – The Vice-Chancellor**

UBC   **THE UNIVERSITY OF BRITISH COLUMBIA**

OKANAGAN SENATE

MINUTES OF 29 APRIL 2021
DRAFT

Attendance

Present: L. Cormack (Vice-Chair), C. Eaton (Acting Secretary) A. Mukherjee-Reed, H. Berringer, B. Traister, S. Tomaskova, B. Frank, R. Sugden, G. DiLabio, G. Binsted, R. Campbell, J. Cioe, T. Ebl, J. Eikenaar, K. Hodges R. Johnson, Y. Lucet, P. Lasserre, S. Hilton, M. Pilin, P. Arthur, T. Forneris, J. Picault, K. Ragoonaden, S. Willis-Stewart, M. Legault, B. Marcolin, R. Lalonde, S. Cherkowski, S. McNeil, L. Markley, M. Libben. M. Reeves, J. Jakobi, R. Frost, S. O'Leary A. Alnaar, M. Arthur, M. Lunde, H. Khan, J. Udochi, L. Prakesh, B. Heerena, R. Herzberg, J. Lee, K. Morgan

Regrets: K. Ross, S. Ono, S. Point, S. Bates, Olson, S. Holzman, M. Evans, G. Garrard, M. Evans, R. Metcalfe, P. Barker, P. Simpson, D. Rogers, J. Low, A. Schatzko, J. Anderson, R Sharma

Guest: R. Sadiq

Call to Order

The Vice-Chair of Senate, Dr Lesley Cormack called the seventh regular meeting of the Okanagan Senate to order at 3:36 pm.

Senate Membership

NEW MEMBERS:

The Acting Registrar, Mr Christopher Eaton, announced the following new members of Senate for terms from April 1, 2021 to March 31, 2022 and thereafter until replaced:

Dylan Rogers, Faculty of Science
Hisham Khan, Faculty of Applied Science
Jane Udochi, Faculty of Arts and Social Sciences
Laavanya Prakash, Faculty of Creative and Critical Studies
Ramona Sharma, Faculty of Health and Social Development
Jonathan Low, Graduate Student
Amanda Shatzko Graduate Student
Josh Anderson, Student At Large
Brendan Heerema Student At Large (continuing)
Rhys Herzberg Student At Large (continuing)
Jia Fu Lee Student At Large (continuing)

Kristen Morgan, Student At Large (continuing)

N.B. the Education Student Senator's term runs from 1 October 2020 to 30 September 2021.

NOMINATING COMMITTEE

Mr Eaton issued a call for nominations for two (2) student members of Senate to serve on the Senate Nominating Committee until 31 March 2022 and thereafter until replaced. Nominations were due by 4 pm on Friday 14 May 2021

Minutes of Previous Meetings

| Jan Cioe | } | *That the Minutes of the Meetings of 25 March* |
| Barb Marcolin | | *2021 as presented.* |

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Approved

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Remarks from the Deputy Vice-Chancellor

The Deputy Vice-Chancellor encouraged everyone to be vaccinated, noting that she was earlier in the day. Dr Cormack said that based on current guidelines and plans, we were planning a return to campus instruction for September. She noted that this was a complex space given the increase in variants and current infection rates. Faculties were planning for as much on-campus activities as possible, subject to ongoing public health guidance and with some activities remaining online. As we move to more in-person activities we will follow the directives of Public Health officers. Dr Cormack said they would communicate as much as possible moving forward and realized that this was a constantly evolving area.

On behalf of Dr Ono, Dr Cormack updated the Senate on anti-racism activities. She noted the establishment of a cross-campus anti-racism taskforce co-chaired by the Okanagan Provost. She said that the Indigenous Strategic Plan gave good advice and direction for how to move forward in particular with reconciliation with Indigenous students and communities.

The Deputy Vice-Chancellor noted that UBC's Global Engagement Strategy was launched earlier this month. With particular reference in India and the current COVID-19 surge there, Dr Cormack urged everyone to support our Indian students, be they in Canada or those who cannot travel to Canada.

Senator Cioe said that some faculties relied on courses offered by other faculties. He asked if there would be coordination for minimum levels of online courses, as some faculties did not have control over all of the courses their students needed.

The Vice-President Academic and Provost, Dr Ananya Mukherjee-Reed, replied that conversations at the Dean's Council and at the Strategic Enrolment Management Committee was ongoing. A student shouldn't be disadvantaged while respecting the autonomy of our disciplines. Programs are planning to have online courses and a general return to campus does not stop programs from increasing their online offerings beyond the pre-pandemic amounts.

Senator Cioe said maybe we should allow for more letters of permission to be granted to provide flexibility for students.

Senator Ebl the campus leadership for their communication and transparency. She reinforced consideration of return to campus impacts on faculty and staff in addition to our ongoing concern for our students.

Dr Cormack said that the Vice-President for Human Resources was leading a group looking into this.

Senator Alnaar noted vaccination efforts focusing on the K-12 education system and not extending to post-secondary staff who may not be fully vaccinated by September. He said he hoped our leadership was working with the Province to prioritize those faculty and staff who work directly with students.

Dr Cormack said that this was an active conversation but noted that Interior and Lower Mainland had different issues with supply.

Senator Marcolin spoke about the integrated Zoom system and its benefits for hybrid instruction.

Senator Reeves noted the increased health risks for faculty members over 65 and them no longer having long-term disability benefits.

The Provost said that the dept head assigned teaching but in complex situations we need to look at individual situations collectively.

Dr Cormack said that this would be a matter of informal conversations and formal accommodation for heads. We needed to start with pedagogy but be aware of individual needs and constraints.

The Provost noted that she had two town halls in the near future to hear from students and faculty on what issues they expected with a return to campus.

Remarks from the Provost

The Provost said that UBC was very concerned with students around the country and world, and what would be possible for them with travel and visa constraints.

Dr Mukherjee-Reed noted that the UBC Okanagan Students' Union had recognized individuals who were championing open educational resources at UBC. To date: Ramon Lawrence, Stuart MacKinnon, Darrick Wirtz, Donna Langille, Peyman Yousefi, Firas Moosvi, and Karla Panchukhave been recognized.

The Provost noted that students had noted resource costs as being a major issue for affordability. UBC had started a task force on availability with students, faculty and staff to create an affordability matrix to see what UBC can address and what we needed to look at externally.

Finally, Dr Mukherjee-Reed noted that the first draft of the 2021 Winter schedule would be released on 6 May.

Senator Cioe said that there were many others on the Okanagan campus who had championed open educational resources who the students should recognize.

Senator Ebl asked if our return to campus plans would consider Senate meetings.

> The Clerk to the Senate, Mr Christopher Eaton, advised that the rule suspension to allow for remote meetings was in place until the end of December 2021 and could be extended if needed. We had some time to consider how Senate and its committees wanted to work and we would have conversations with the Senate Agenda Committee on how Senate should operate.

> The Deputy Vice-Chancellor said that conversations were ongoing on what large non-class groups would be possible and when.

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Jan Cioe, presented.

RESPONSE TO CROSS-CAMPUS COLLABORATION REPORT

Dr Cioe drew Senate's attention to the distributed report in response to the Cross-Campus report by Dr Frank et al. In summary, the Academic Policy Committee does not believe that governance practice changes were needed and in particular does not believe the Council of Senates should become more active. Dr Cioe said he understood Vancouver's Academic Policy Committee agreed with this perspective.

Admission & Awards Committee

The Chair of the Senate Admission & Awards Committee, Senator Rhyz Herzberg presented

REVISION TO INTERNATIONAL FOUR-YEAR DOCTORAL PARTIAL TUITION AWARD

| Rhys Herzberg | } | *That Senate approve the Revised International* |
| Abulrahman Alnaar | | *Four-Year Doctoral Partial Tuition Award.* |

Senator Cioe asked why we were removing the requirement for first-class standing on admission as this seemed a reduction in our academic requirements for scholarships.

With permission of Senate, Associate Dean Shipley replied. He noted that this was an award not a scholarship, and was intended to equalize the tuition paid by domestic and international students. He noted that when we admitted students below a first-class standing, it often was due to ambiguities in international undergraduate programs.

> Approved

ENROLMENT SERVICES CHANGES TO ADMISSION REQUIREMENTS

Rhys Herzberg	}	*That Senate approve changes to undergraduate*
Kristen Morgan		*admission criteria proposed by Enrolment*
		Services, effective for the 2021 Winter Session and
		thereafter.

> Approved

REVISIONS TO ADMISSION REQUIREMENTS FOR THE MASTER OF ARTS IN ENGLISH

Rhys Herzberg	}	*That Senate approve the Faculty of Creative and*
Kristen Morgan		*Critical Studies, Master of Arts, English*
		admission requirements, effective for the 2021
		Winter Session and thereafter.

Senator Cioe noted the cost issues for students who study outside of Canada with some of the English language proficiency exams being required.

> Dr Shipley said that they were using cheaper alternatives during the pandemic.

> Dean Traister said that he would review this matter and would follow up at the next Senate meeting. He said that there was a consistent understanding of what level of English proficiency was required, but that the means of assessing that level was uncertain.

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Approved

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REVISIONS TO ADMISSION REQUIREMENTS FOR THE MASTER OF FINE ARTS

Rhys Herzberg	}	*That Senate approve the Faculty of Creative and*
Kristen Morgan		*Critical Studies, Master of Fine Arts admission*
		requirements, effective for the 2021 Winter Session
		and thereafter.

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Approved

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REVISIONS TO ADMISSION REQUIREMENTS FOR THE UNDERGRADUATE CERTIFICATE IN COMMUNICATIONS AND RHETORIC ADMISSION REQUIREMENTS

Rhys Herzberg	}	*That Senate approve changes to the Faculty of*
Abulrahman Alnaar		*Creative and Critical Studies, Undergraduate*
		Certificate in Communications and Rhetoric
		admission requirements, effective for the 2021
		Winter Session and thereafter.

Senator Cioe noted that some of the diction used to refer to the program's website was rather informal.

By general consent, "see" was amended to "consult" in reference to the website listing.

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Approved as Amended

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ADMISSION REQUIREMENTS FOR THE DUAL DEGREE MASTER OF MANAGEMENT PATHWAY FOR THE BACHELOR OF MANAGEMENT PROGRAM

Rhys Herzberg	}	*That Senate approve the Faculty of Management,*
Jan Cioe		*Dual Degree Master of Management pathway for*
		the Bachelor of Management Program admission
		requirements, effective for the 2021 Winter
		Session and thereafter.

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Approved

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REVISIONS TO ADMISSION REQUIREMENTS FOR THE BACHELOR OF SCIENCE HONOURS IN COMPUTER SCIENCE

Rhys Herzberg Kristen Morgan	}	*That Senate approve the Faculty of Science, Bachelor of Science Honours in Computer Science admission requirements, effective for the 2021 Winter Session and thereafter.*

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Approved

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REVISIONS TO ADMISSION REQUIREMENTS FOR THE BACHELOR OF SCIENCE HONOURS IN DATA SCIENCE

Rhys Herzberg Josh Anderson	}	*That Senate approve the Faculty of Science, Bachelor of Science Honours in Data Science admission requirements, effective for the 2021 Winter Session and thereafter.*

Senator Cioe noted the 75% average not being adjusted to 76% in one instance,

By general consent 75% was changed to 76%

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Approved as Amended

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REVISIONS TO ADMISSION REQUIREMENTS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE

Rhys Herzberg Abdulrahman Alnaar	}	*That Senate approve the revisions to the Master of Science in Computer Science admission requirements, effective for the 2021 Winter Session and thereafter.*

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Approved

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NEW AND REVISED AWARDS

Rhys Herzberg Kristen Morgan	}	*That Senate accept the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.*

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Approved

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INTERNATIONAL STUDENT INITIATIVE AWARDS

| Rhys Herzberg | } | *That Senate approve the International Student* |
| Brendan Heerema | | *Initiative New Awards.* |

Senator Eikenaar said he was in favour of the awards given the calls for increased support for international students. He asked if we could have details on the number to be offered and how they fit in overall student support.

> Senate Recognized Susan Allen who set out the background on the International Student assistance and awards program. She noted that 5 students would be funded.

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Approved

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Agenda Committee

INDIGENOUS STRATEGIC PLAN ENDORSEMENT

| Jan Cioe | } | *That Senate Endorse in Principle the UBC* |
| Patricia Lasserre | | *Indigenous Strategic Plan 2020, as attached* |

Senator Ebl said she was pleased to see it on the agenda and asked for confirmation that academic matters in the plan would still come forward to the Senate for consideration.

> Senator Cioe confirmed that things would come to the Board and Senate as required by their jurisdictions.

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Approved

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AMENDMENT TO CONVOCATION RULES FOR VIRTUAL GRADUATION

Rhys Herzberg	}	*1) That the rules of the Convocation be suspended*
Barb Marcolin		*until 31 December 2021 to allow remote*
		attendance at Meetings of the Convocation via
		such remote attendance means as deemed
		acceptable to the Secretary to the Convocation;
		2) That the regular Meetings of the Convocation
		in May and June and November 2021 be
		cancelled;

> *3) That formal meetings of the Convocation be called for May and November 2021, to directly follow the regularly-scheduled Senate meetings, such meetings to be convened via remote attendance of the Okanagan or Vancouver Senates and any other members of the Convocation who may be attending remotely; and*
> *4) That the rules of the Convocation be suspended for the May and November Meetings of the Convocation to limit the Order of Business to a Call to Order, Conferral of Degrees and Awarding of Diplomas and Certificates in absentia, and Adjournment.*

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Approved

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Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Yves Lucet, presented.

APRIL CURRICULUM REPORT

See Appendix B: Curriculum Report

Yves Lucet	*}*	That the new courses, revised courses, and revised programs brought forward by the Faculties of Applied Science, Arts and Social Sciences, Creative and Critical Studies, and Science be approved.
Barb Marcolin		

With reference to MATH 103, Senator McNeil asked if this course would meet or could be used for prerequisite requirements. He cautioned that students in first year may not know what they want to specialize in and asked how this would work with program requirements given credit will not be granted for this course and MATH 101.

Senator Lucet said that he expected further motions to come forward to show how these courses would interact with other courses and programs.

Senator Cioe said that the Faculty of Science Curriculum Committee needed to review this matter.

Senator Lalonde said that the curriculum committee had looked at these matters and the current Math courses did not cover the needs of the life sciences well.

Senator McNeil said he understood the need for the course, he just didn't want to unduly limit student choices based on their first-year course selections.

Senator Cioe noted that this course wasn't yet in any program requirements and so the curriculum committee would need to consider its applicability.

Approved

Nominating Committee

The Chair of the Senate Nominating Committee, Dr Jannik Eikenaar presented.

COMMITTEE ADJUSTMENTS

Jannik Eikenaar Tamara Ebl	}	*That Mr. Jonathan Low be appointed to the Appeals of Standing and Discipline Committee until 31 March 2022 and thereafter until replaced, to replace Ms Sage Cannon;* *That Ms. Ramona Sharma be appointed to the Appeals of Standing and Discipline Committee until 31 March 2022 and thereafter until replaced, to replace Mr Gursagar Singh; and* *That Ms. Kristen Morgan's appointment to the Agenda Committee be extended until 31 March 2022 and thereafter until replaced*

Approved

Learning & Research Committee

The Chair of the Senate Learning & Research Committee, Dr Karen Ragoonaden, presented.

EMERITUS APPOINTMENTS

See Appendix C: Emeritus Report

Karen Ragoonaden Kristen Morgan	}	*That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Associate Professor Emeritus and Dean Emeritus be added to the role of convocation*

Senator DiLabio noted the granting of the title dean emeritus to Dr Bernard Bauer, the inaugural dean of the former Irving K. Barber Faculty of Arts and Sciences.

> Approved

Report of the Registrar

ELECTIONS

Mr Eaton set out the results of the 2021 Student Senate and Board of Governors Elections. Student Representatives of the Faculties to Senate Further to the call for nominations for students of the Okanagan campus to fill the one (1) position for representatives of each Faculty* on the Okanagan Senate issued on 5 February 2021, and 12 March 2021, six (6) valid nominations have been received. Pursuant to Section 16 of the *University Act*, the following student was elected as representative of the Faculties on the Okanagan Senate for a term beginning on 1 April 2021 and ending 31 March 2022 and thereafter a until successor is elected:
•Dylan Rogers, Faculty of Science

Additionally, pursuant to Section 15 of the University Act, the following students were acclaimed as elected as representatives of the Faculties on the Okanagan Senate for terms beginning on 1 April 2021 and ending 31 March 2022 and thereafter until successors are elected:
•Hisham Khan, Faculty of Applied Science
•Jane Udochi, Faculty of Arts and Social Sciences
•Laavanya Prakash, Faculty of Creative and Critical Studies
•Ramona Sharma, Faculty of Health and Social Development

A third call for nominations for a student representative from the Faculty of Management was issued on 1 April 2021 and two (2) valid nominations have been received. Voting is expected to occur in early-May 2021.

*N.B. the Education Student Senator's term runs from 1 October 2020 to 30 September 2021.

Further to the call for nominations for graduate students of the Okanagan campus to fill the two (2) positions for graduate student representatives on the Okanagan Senate issued on 5 February 2021, two (2) valid nominations have been received. Therefore, pursuant to Section 15 of the

University Act, the following graduate students were acclaimed as elected as graduate studentS
 on the Okanagan Senate for terms beginning on 1 April 2021 and ending 31 March 2022 and thereafter until successors are elected:
•Jonathan Low
•Amanda ShatzkoStudent

Further to the calls for nominations for students of the Okanagan campus to fill the six (6) positions for at-large student representatives on the Okanagan Senate issued on 5 February

2021and 12 March 2021, eight (8) valid nominations have been received. Therefore, pursuant to Section 15 of the *University Act*, the following students were acclaimed as elected as representatives at-large on the Okanagan Senate for terms beginning on 1 April 2021 and ending 31 March 2022 and thereafter until successors are elected:

•Josh Anderson

•Brendan Heerema

•Rhys Herzberg

•Lee Jia Fu

•Kristen Morgan

An election to fill the sixth and final at-large student representative position closed on 19 April 2021. A matter related to that election is under review. Results will be available once the matter is resolved.

Finally, further to the call for nominations for students of the Okanagan campus to fill the one (1) position for a representative of students on the Board of Governors issued on 5 February 2021, two (2) valid nominations have been received. Pursuant to Section 16 of the *University Act*, the following student was elected as representative of students on the Board of Governors for a term beginning on 1 April 2021 and ending 31 March 2022 and thereafter until a successor is elected:

•Shola Fashanu

Adjournment

Seeing no other business, the meeting was adjourned at 5:01 p.m.

Appendix A: Awards Report

Proposed Title: **Beyond Tomorrow Scholars Award – Okanagan**

Awards of up to $20,000 have been made available annually by the University of British Columbia for outstanding domestic UBC Okanagan students who identify as Black and are entering an undergraduate program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). The awards are adjudicated by Enrolment Services. (First award available for the 2021/22 Winter session)

Proposed Title: **Campbell Family Graduate Award in Fine Arts**

A $2,000 award has been made available to a graduate student enrolled in the Master of Fine Arts program in the Faculty of Creative and Critical Studies at The University of British Columbia, Okanagan campus. Preference is given to a student who has demonstrated artistic excellence and academic achievement. The award is made on the recommendation of the College of Graduate Studies in consultation with the Faculty of Creative and Critical Studies. (First award available for the 2021/22 Winter Session)

Proposed Title: **Joseph and Molly Degrazio Graduate PhD Entrance Award in Nursing**

Two $10,000 entrance awards have been made available through an endowment established by the Estate of Mary Eleanor Degrazio for domestic PhD students supervised by a School of Nursing faculty member in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Mary Eleanor "Molly" Degrazio worked as a public health nurse in Golden BC, where she met and married Joe Degrazio, before they finally settled in Kelowna. Molly loved to learn and share her experiences and knowledge. In honor of Molly's nursing career, Molly left a gift in her will to establish an endowment for awards for Okanagan Nursing students. Preference will be given to students who have demonstrated professional leadership. The award is made on the recommendation of the School of Nursing in consultation with the College of Graduate Studies. (First award available for the 2022/23 Winter Session)

Proposed Title: **Joseph and Molly Degrazio Graduate Masters Entrance Award in Nursing**

Two $8,000 entrance awards have been made available through an endowment established by the Estate of Mary Eleanor Degrazio for domestic Masters students supervised by a School of Nursing faculty member in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Mary Eleanor "Molly" Degrazio worked as a public health nurse in Golden BC, where she met and married

Joe Degrazio, before they finally settled in Kelowna. Molly loved to learn and share her experiences and knowledge. In honor of Molly's nursing career, Molly left a gift in her will to establish an endowment for awards for Okanagan Nursing students. Preference will be given to students who have demonstrated professional leadership. The award is made on the recommendation of the School of Nursing in consultation with the College of Graduate Studies. (First award available for the 2022/23 Winter Session)

Proposed Title: **Margarita Dale Memorial Scholarship in Nursing**

A $3,500 scholarship has been made available through an endowment established by the Estate of Margarita Dale to third-year undergraduate student in the bachelor of science in nursing program at the University of British Columbia, Okanagan campus. Margarita Dale was a Kelowna resident and a supporter of community health. Preference will be given to a student who identifies as (1) Black or (2) Indigenous or (3) a person of colour. The scholarship is adjudicated by Enrolment Services. (First award available for the 2022/23 Winter Session)

Proposed Title: **Margarita Dale Memorial 'Head of Class' Nursing Award**

A $2,000 award has been made available through an endowment established by the Estate of Margarita Dale to a graduating student with the highest grade-point average for each of years three and four in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Margarita Dale was a Kelowna resident and a supporter of community health. The award is adjudicated by the School of Nursing. (First award available for the 2022/23 Winter Session)

Proposed Title: **Margarita Dale Memorial Undergraduate Scholarship in Nursing**

Four $2,500 scholarships have been made available through an endowment established by the Estate of Margarita Dale to undergraduate students in the bachelor of science in nursing program at the University of British Columbia, Okanagan campus. Margarita Dale was a Kelowna resident and a supporter of community health. The scholarships are adjudicated by Enrolment Services. (First awards available for the 2022/23 Winter Session)

Proposed Title: **Bachelor of Nsyilxcn Language Fluency Degree Undergraduate Entrance Award**

Awards totalling $35,000 have been made available annually, along with matching funds from The University of British Columbia, to third-year students enrolled in the bachelor of Nsyilxcn language fluency degree program in the Irving K. Barber Faculty of Arts and Social Sciences at The University of British Columbia, Okanagan campus. These awards are renewable for a second year subject to the students maintaining academic standing. The awards will be adjudicated by Enrolment Services. (First award available for the 2021/22 Winter Session)

Proposed Title: **Ingram Family Athletic Award**

One or more awards, which may range from a minimum value of $500 each to the maximum allowable value under athletic association regulations, have been made available through an endowment established by Richard Ingram, along with matching funds from the University British Columbia. These awards are offered to outstanding members of the Heat interuniversity sport teams in any year of study who are in good academic standing and have demonstrated excellent leadership skills. Awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2024/25 Winter Session)

Proposed Title: **Josephine Murphy Centennial Scholars Award**

Renewable entrance awards totalling $20,000 have been made available through an endowment established by an estate gift from Christina Murphy Allison (1939-2018) in memory of her sister Josephine Murphy (1920-1987) for outstanding domestic undergraduate students entering university directly from secondary schools, or transferring directly from other colleges and universities, in Canada or abroad. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards

THE UNIVERSITY OF BRITISH COLUMBIA

will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Josephine was born in Liverpool, England, to an Irish family. The Murphys immigrated to the United States in the 1930s before moving to British Columbia, where Josephine lived for the rest of her life. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2021/22 Winter Session)

Revisions:
Previously approved award with changes in terms or funding source:

Existing description (2020):
Award Title: Rick and Yasmin Thorpe and Friends Entrance Scholarship

Two entrance scholarships of $2,500 each have been made available annually through a gift from Rick and Yasmin Thorpe and friends for first-year undergraduate students at The University of British Columbia, Okanagan campus. Preference will be given to direct-entry high school students with described financial need graduating from Summerland Secondary School, Princess Margaret School, Penticton Secondary School, or Penticton Christian Community School. The scholarships will be adjudicated by Enrolment Services.

Amended Description: Rick and Yasmin Thorpe and Friends Entrance Scholarship

Two entrance scholarships of $2,500 each have been made available annually through a gift from Rick and Yasmin Thorpe and friends for first-year undergraduate students at The University of British Columbia, Okanagan campus. Preference will be given to direct-entry high school students with described financial need graduating from Summerland Secondary School, Princess Margaret School, Penticton Secondary School, or Penticton Christian Community School. The scholarships will be adjudicated by Enrolment Services.

Rationale: The students applying are required to describe their financial need on the application.

Existing description (2018):
Award Title: R. M. Middleton Student Prize

A prize totalling $10,500 has been endowed by the estate of Robert Morrice Middleton (1931- 2016) for a graduating student attending UBC's Okanagan campus who is enrolled in a bachelor of fine arts or bachelor of arts in the Faculty of Creative and Critical Studies, or who is enrolled in the bachelor of arts in the Irving K. Barber Faculty of Arts and Social Sciences School of Arts and Sciences majoring in history, economics, philosophy, political science, anthropology,

20-8-16

gender and women's studies, geography or indigenous studies. The prize shall be awarded to the student in his/her graduating year who has attained the highest academic average within his/her program over the course of his/her studies. The prize will be conferred on students in the Faculty of Creative and Critical Studies for odd-numbered years and in the Irving K. Barber School of Arts and Sciences for even-numbered years. The purpose of the prize is to enhance the undergraduate experience by rewarding outstanding learning. Mr. Robert Middleton was born in Truro, Nova Scotia, and grew up in Vernon, British Columbia. He graduated from UBC in 1953 with a BA (Honours) in Economics. He joined the Department of External Affairs in 1955 and retired in 1992 after 37 years of service which included serving as Canadian Ambassador to Ghana, Canadian Ambassador to South Africa, and eventually Canadian Ambassador to Cuba. After retiring, Mr. Middleton spent many years living in London, England, before eventually returning to Canada to live in Kelowna. The prize is adjudicated by Enrolment Services.

Amended Description: R. M. Middleton Student Prize

A prize totalling $10,500 has been endowed by the estate of Robert Morrice Middleton (1931-2016) for a graduating student attending UBC's Okanagan campus who is enrolled in a bachelor of fine arts or bachelor of arts in the Faculty of Creative and Critical Studies, or who is enrolled in the bachelor of arts in the Irving K. Faculty of Arts and Social Sciences majoring in history, economics, philosophy, political science, anthropology, gender and women's studies, geography or indigenous studies. The prize shall be awarded to the student in his/her graduating year who has attained the highest academic average within his/her program over the course of his/her studies. The prize will be conferred on students in the Faculty of Creative and Critical Studies for odd-numbered years and in the Irving K. Barber School of Arts and Sciences for even-numbered years. The purpose of the prize is to enhance the undergraduate experience by rewarding outstanding learning. Mr. Robert Middleton was born in Truro, Nova Scotia, and grew up in Vernon, British Columbia. He graduated from UBC in 1953 with a BA (Honours) in Economics. He joined the Department of External Affairs in 1955 and retired in 1992 after 37 years of service which included serving as Canadian Ambassador to Ghana, Canadian Ambassador to South Africa, and eventually Canadian Ambassador to Cuba. After retiring, Mr. Middleton spent many years living in London, England, before eventually returning to Canada to live in Kelowna. The prize is adjudicated by Enrolment Services.

Rationale: The Irving K. Barber School of Arts and Sciences no longer exists and the programs are in the Irving K. Faculty of Arts and Social Sciences.

THE UNIVERSITY OF BRITISH COLUMBIA

Appendix B: Curriculum Report

Faculty of Applied Science

i. ENGR 405 – New course

ii. APSC 505 – New course

iii. ENGR 419 – New course

iv. ENGR 519 – New course

v. APSC 107 – New course

vi. ENGR 410 – New course

vii. APSC 501 – New course

viii. ENGR 431 – New course

ix. MANF 465 – Revised course

x. MANF 475 – New course

xi. MANF 486 – New course

Faculty of Arts and Social Sciences

xii. INDG 204 – New course

xiii. POLI 202 – Revised course

Faculty of Creative and Critical Studies

xiv. WRLD 351 – New course

xv. WRLD 353 – New course

xvi. WRLD 354 – New course

xvii. WRLD 388 – New course

xviii. Bachelor of Arts Programs, Languages

From the Faculty of Science

xix. EESC 395 – New course

xx. EESC 396 – New course

xxi. EESC 398 – New course

xxii. EESC 495 – New course

xxiii. EESC 496 – New course

xxiv. MATH 103 – New course

Appendix C: Emeritus Report

Last Name	First Name	Current Rank	Emeritus Title	UBCO Faculty
Hooker	Laura	Associate Professor	Associate Professor Emeritus	Faculty of Arts and Social Sciences, Dept of Biology
Bauer	Bernard	Professor (former Dean of Barber School)	Dean Emeritus of Arts and Sciences	Faculty of Arts and Sciences, Dept of Earth, Environmental and

COVID-19

Return-to-Campus
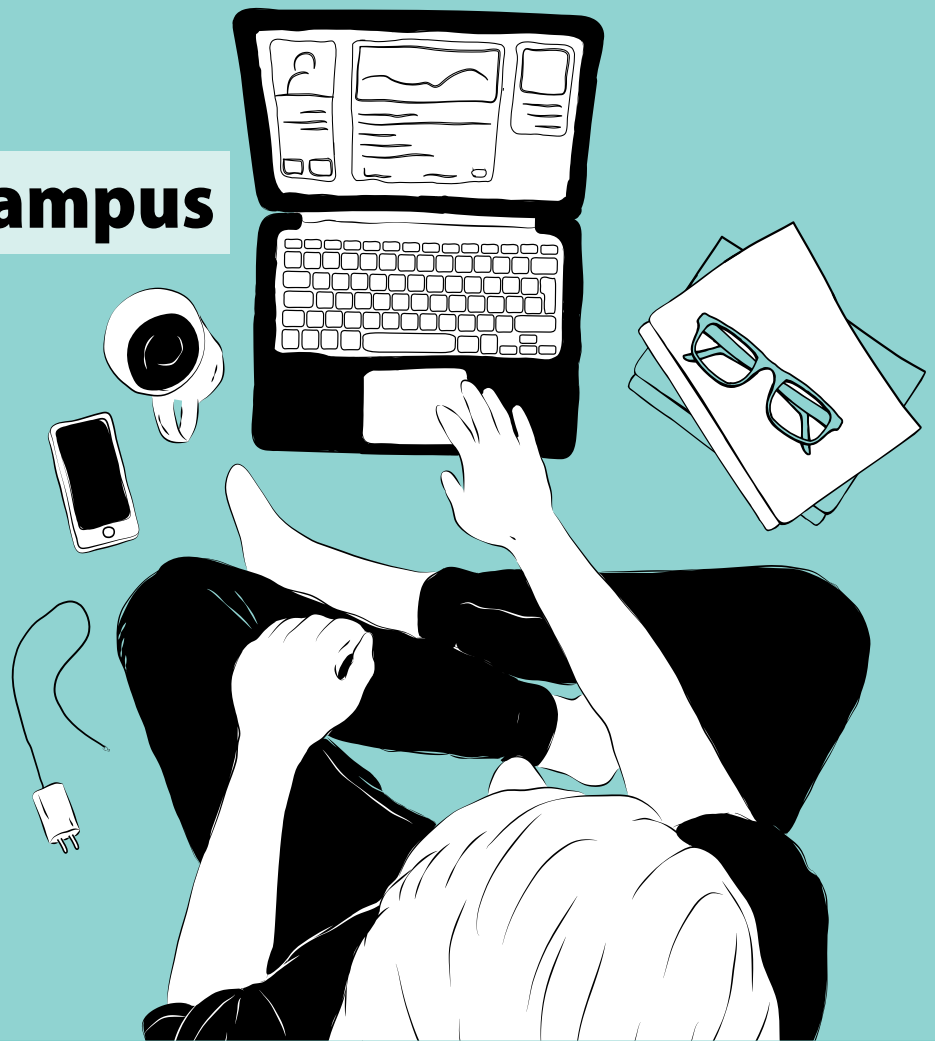
Primer

April 30, 2021

Primer produced by
**B.C. Post-Secondary Institutions
with the support of the Ministry of
Advanced Education and Skills Training**

COVID-19 Return-to-Campus Primer

The *COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector* (*Guidelines*) are being updated by a team of experts from the public post-secondary sector, and representatives from the Office of the Provincial Health Officer, Regional Health Authorities and the BC Centre for Disease Control. Updated guidelines will reflect predicted COVID-19 conditions for the fall along with updated infection prevention and control measures appropriate for those conditions. Flexibility and adaptability based on scientific evidence and epidemiology to manage the COVID-19 virus will continue to be important as the post-secondary system returns to on-campus activities.

The *Guidelines* are expected to be released in the coming weeks with implementation planned for August 1st. In the interim, the *COVID-19 Return-to-Campus Primer* is a planning tool intended to provide high-level guidance to support planning for the safe return of students, faculty and staff throughout the summer, and the updating of campus safety plans in anticipation of a full return to face-to-face instruction. Until the revised *Guidelines* are implemented on August 1st, the current *Guidelines* remain in effect.

Planning Context

On March 8, 2021, B.C.'s Provincial Health Officer, Dr. Bonnie Henry, advised public post-secondary institutions to begin planning for a full return to on-campus teaching, learning and research in September 2021 (see Attachment 1). It is very important for everyone's health and well-being to get back on campus. Dr. Henry expressed deep confidence that the combination of mass immunization contributing to community immunity, the application of revised health and safety protocols in the *COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector*, and the regular review and updating of multi-layered institutional safety plans will support the safe resumption of on-campus activities.

Planning for a full return to campus at a time when COVID-19 infections are high requires institutions to look with extra care at what campus conditions are likely to be in September 2021. Planning assumptions and guidance for returning to campus will be informed by a continued commitment to protecting the health, safety and well-being of the campus community, while remaining mindful of the importance of adaptability as conditions change.

Fall Planning Assumptions

By September 2021, it is anticipated that:

- COVID-19 transmission will be low, and more importantly serious infections will be uncommon. COVID-19 is a virus that is unlikely to be eliminated from the population. However, COVID-19 can be managed in the same manner as other common respiratory infections.

- All adults in B.C. will have had an opportunity to receive at least one dose of the COVID-19 vaccine before July 1, 2021, while many will have received two doses by the end of August.

Infection Prevention and Control Measures

Based on guidance from the Provincial Health Officer and experience to date within B.C. and other jurisdictions, controlled environments such as post-secondary educational settings are lower-risk sites for COVID-19 transmission. The multiple layers of infection prevention measures in place have helped post-secondary campuses remain open and available for learners with remote adaptive learning while successfully minimizing the spread of COVID-19.

While elimination of the COVID-19 virus is not feasible in the near future, we can certainly adapt to living with COVID-19 as we do with other manageable seasonal ailments such as influenza. Immunization and prevention and exposure control measures are the tools we have to make everyone less vulnerable to getting COVID-19 or experiencing serious outcomes.

Preventing the spread of COVID-19 relies on everyone doing their part, including immunization, self-administered health checks, staying home when sick, wearing masks when appropriate, practicing hand hygiene, and maintaining strong public health measures such as monitoring, testing and contact tracing protocols.

Authorized vaccines have proven to be highly effective at reducing serious outcomes from the COVID-19 virus. B.C. is expecting all adults in the province to have the option of receiving their first dose of a COVID-19 vaccine before July 1, 2021. As immunization programs roll out, their positive effects will build at the population level, reducing transmission in communities, decreasing serious outcomes of COVID-19, and thereby even protecting unvaccinated individuals.

As conditions improve through the summer, it is reasonable to expect that some of the more restrictive public health measures affecting our personal and professional lives will be relaxed and replaced with other proven infection prevention and control measures. While no single layer of protection against COVID-19 is perfect, when multiple layers of protection are combined, the risk of transmission is significantly reduced. Due to the anticipated effect of the immunization program, the layering of core public health measures, and the tailoring of prevention and control measures, physical distancing will not be required in controlled post-secondary classrooms and instructional settings.

Core measures that are expected to remain in place for September, until otherwise determined by the Provincial Health Officer, include:

- Completing a daily COVID-19 self-assessment and not attending campus when ill;

- Following handwashing and hygiene protocols;

- Maintaining up-to-date campus COVID-19 Safety Plans;

- Continuing daily cleaning protocols in all indoor settings and on high tough surfaces; and

- Requiring non-medical masks in indoor common areas depending on the rate of COVID-19 transmission.

Some federal travel restrictions may remain in place in the fall. It is anticipated that students entering Canada to study will continue to be permitted entry if they are attending a designated learning institution with a COVID-19 readiness plan approved by the province. These students will be required to continue following federal testing and quarantine requirements in place at the time of entry into Canada.

Safety is Everyone's Responsibility

We can all contribute personally and professionally by getting vaccinated (as we are able), following campus safety plans, performing our daily health check, staying home when sick, wearing masks as required, following handwashing and hygiene etiquette, and following public health orders and guidelines both on and off campus.

It is up to each one of us to do our part, but it is our collective efforts that will make the difference.

General Campus Planning

In addition to a comprehensive immunization program, a number of core public health measures and tailored infection prevention and control measures are expected to continue to support the safe resumption of on-campus activities. These anticipated measures are outlined below.

Campus Logistics

- Daily self-assessment for COVID-19 symptoms will continue. Individuals experiencing symptoms should stay home, consult the BC COVID-19 self-assessment tool to determine if COVID-19 testing is needed, and contact 811 or their healthcare provider for medical advice as necessary.

- Where possible and practical, managing the safe flow of pedestrian traffic within buildings and confined areas will be recommended, at least in the short term. Directional arrows in hallways for traffic flow and denoting building entrances and exits are recommended. Furniture for informal or non-educational/non-study use should be organized to discourage crowding. Directions should be posted to minimize time spent in confined spaces (e.g. elevators, washrooms).

- Anticipate a role for non-medical masks. Institutions should anticipate that masks may be required in indoor common areas including lobbies, hallways, washrooms, elevators, kitchens, break rooms, and other high-traffic common areas where individuals circulate freely. Any requirements for masks in more structured indoor settings like classrooms, libraries, and work spaces will be informed by the Provincial Health Officer and the *COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector*.

- WorkSafeBC continues to advise that building ventilation systems, in good operating condition, do not contribute to the spread of COVID-19. Institutions should ensure that building ventilation (HVAC) systems are operating and maintained in accordance with WorkSafeBC requirements and relevant ASHRAE[1] Standards for indoor air quality.

- Barriers or partitions may continue to be used in busy client-facing settings including retail checkouts, kiosks, and food service counters. They may also be considered in smaller, open office spaces where multiple workstations are in close proximity.

....

1   ASHRAE – the American Society of Heating, Refrigerating and Air-Conditioning Engineers

Student Housing and Dining Facilities

- On-campus student housing providers can plan for full or close-to-full occupancy for the fall. Institutions may wish to hold back 1-2% of total student housing beds for the isolation or quarantine of students in the event of infection.

- It is anticipated that dining facilities for student housing and cafeterias serving students, faculty and staff at educational institutions will continue to be exempt from any provincial closure orders for restaurants and bars. On-campus restaurants and pubs should follow the provincial requirements for food and liquor serving premises including closures and restrictions when applicable.

Cleaning and Hygiene

- Hand hygiene should be actively promoted. Hand sanitization stations are recommended for placement outside classrooms, at regular intervals throughout common spaces and at the entrances/exits to all public spaces.

- Educational spaces, public spaces and high touch areas should be cleaned daily and routinely. Cleaning between classes is not required.

COVID-19 Safety Plans

- Before resuming activities on-campus, WorkSafeBC requires each post-secondary institution to have a COVID-19 Safety Plan in place. The Safety Plan outlines the policies, guidelines, and procedures in place to reduce the risk of COVID-19 transmission. These plans should be aligned with the safety guidance and layers of protection outlined in the current version of the *COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector*, and follow any additional health and safety protocols prescribed by WorkSafeBC.

Faculty and Staff Considerations

- We acknowledge that some faculty and staff may feel anxious or hesitant about a return to campus. Employees should be clearly informed of new or updated workplace safety procedures, and how they are designed to protect faculty and staff from COVID-19 before returning to the workplace.

- Formal requests for a medical accommodation should be considered based on the individual circumstances and in accordance with collective agreements, legal obligations and established accommodation review timelines.

- Faculty and staff are eligible to take to up to three (3) hours of paid leave to be vaccinated against COVID-19. Amendments to the Employment Standards Act provide this support for both doses of the vaccine.

- Faculty and staff absences may be higher than during pre-pandemic periods due to ongoing self-assessment and self-isolation requirements. While community transmission is expected to be very low, employees may need to take time off or work from home if diagnosed with COVID-19, or advised to self-isolate or quarantine as part of the contact tracing process.

Related Public Health Guidelines

- For guidelines that relate to other aspects of campus operations beyond the delivery of post-secondary education and training, the post-secondary sector will continue to rely on Provincial Health Officer orders and guidelines developed and updated for other sectors (e.g., size of outdoor gatherings, use of athletic and recreational facilities, travel, retail services, etc.).

- Institutions should continue to work with their local medical health officers for campus-specific questions, local / regional public health guidance, and COVID-19 case and contact management.

- COVID-19 vaccines are available to all adults living, working or studying in BC during the pandemic. You do not need a Personal Health Number, BC Services Card or to be enrolled in B.C.'s Medical Services Plan to get the vaccine. All adult students will be eligible to receive the vaccine, including International students. The COVID-19 vaccine will not be mandatory. There are no vaccines in Canada that are mandatory. However, *ImmunizeBC* highly recommends getting the vaccine.

- Rapid point-of-care screening for COVID-19 is being used by BC Health Authorities for COVID-19 testing in settings with increased risk of transmission and/or outbreaks. Point-of-care testing for COVID-19 is available to post-secondary institutions that meet the indications outlined in B.C.'s *Rapid Point of Care Testing Strategy*. Institutions interested in rapid COVID-19 point-of-care tests can email *RapidPOCTeam@phsa.ca* for an intake assessment.

Educational Activities:

- Educational activities are defined as those activities offered with the intention of delivering and/or supporting student learning and development. Educational activities include both structured activities scheduled in classrooms, lecture theatres, libraries, studios, workshops, labs, field schools, practicum, performance, or research settings as well as informal activities engaged in by faculty, staff and students that support teaching, learning, research, and student development.

- Institutions have the discretion to identify which activities are considered educational activities based on the above definition.

- Educational activities associated with orientation events are encouraged. Non-educational or social activities throughout the year should be planned according to the prevailing Provincial Health Officer orders in effect at that time.

Classroom Logistics

The Provincial Health Officer has indicated that there are no limits on the number of participants for in-class educational activities. Fall classes can be scheduled without physical distancing requirements (e.g. a classroom with 30 seats can be scheduled with 30 students; a lecture theatre with 150 seats can be scheduled with 150 students).

It is recommended that students select a specific seat / space within a class or lab at the start of term, and endeavour to use that same seat or sit in the same immediate area until the end of term. There will be no requirement for institutions to cohort students, specifically assign seats, or take attendance for educational activities.

Student Supports / Accommodation

❯ Indigenous learners and First Nations communities might continue to take increased safety measures during the pandemic, which may mean that some students will not be able to attend in-person classes. Some First Nations may still be under states of emergency. Institutions should work with First Nations communities and Indigenous learners to develop plans to support continued access to some academic programming and services for these students.

❯ Institutions are strongly encouraged to develop and/or follow established accommodation mechanisms to ensure that students who cannot physically be on campus (e.g., they are ill, adhering to quarantine rules, self-isolating, attending a vaccine appointment, etc.) are not significantly disadvantaged in their educational pursuits. Institutions are also strongly encouraged to waive any requirements for medical documentation from students for absences given the strain this will cause on the medical community.

❯ Institutions are encouraged to work collaboratively with student societies, clubs and governments to assist in the development and implementation of COVID-19 safety plans, and positively reinforce COVID-safe behaviours both on and off campus.

Mental Health Supports

❯ Mental health supports will be critical to support a full return to in-person activities on-campus. Communication plans should be in place to raise awareness of these supports.

Program-Specific Considerations

❯ Students and instructors will be expected to follow guidelines for specific settings where work integrated learning placements occur, including clinical, teaching, internships, co-op placements, and other community engaged work placements. Institutions should be knowledgeable of program-specific COVID-19 safety protocols and ensure that student and instructor risk is minimized in these placements.

❯ Institutions, students, faculty and staff should adhere to travel advisories when considering studying or working abroad.

Student Health Services

❯ Student health services can play a key role by liaising with local public health officials to ensure students, including out-of-province and international students, have the most current information about the availability of vaccines. Institutions should continue to work with their local Medical Health Officer within their Regional Health Authority.

❯ Institutional student health services should identify and communicate steps that students should take if they develop symptoms, including where to access testing.

❯ Public health authorities are responsible for determining notification processes and requirements for confirmed cases of COVID-19.

❯ Institutions may be asked to assist public health authorities in notifying close contacts, assisting in the identification of people who may have been exposed, distribution of materials prepared by the public health authorities, or supporting public notification efforts.

❯ For more information, please refer to the _**COVID-19 Contact Tracing and Notification Protocols**_ on page 7 in the current _Guidelines_.

Attachment 1

BRITISH COLUMBIA

1190387

March 8, 2021

Dear Post-Secondary Institution Presidents:

I am writing to you to acknowledge the important leadership the post-secondary sector has shown in BC's response to the COVID-19 pandemic over the past 12 months, and to support you with the critical goal of resuming safe on-campus teaching, learning and research in September 2021.

Your institutions worked in partnership with the BC Centre for Disease Control, WorkSafeBC, the Ministry of Advanced Education and Skills Training, and staff in my office to produce and update the "COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector." Those Guidelines and your institutional health and safety plans helped the sector to be very successful in mitigating the spread of COVID-19. The quick adaptation to remote learning, while staying open and available for learners, played a major role in the success of B.C.'s pandemic response.

My office and our medical health officers share your concerns about the wellbeing of young adults who are disproportionately affected by the pandemic, including worsening mental health, increased financial instability and diminished future prospects. We also acknowledge this has been a difficult and stressful time for faculty and staff. It is imperative to get back on campus for everyone's health and well-being.

There are very good reasons to be confident that a return to on-campus instruction in the fall can be undertaken safely and successfully. Current projections of the COVID-19 vaccine supply in BC suggest that all vulnerable and high-risk groups should be immunized this spring, and the majority of the adult population by the summer. Young adults aged 18-24 should receive the vaccine no later than the end of July, but more likely sooner. The timing of immunization should not be a determinant of planning for a return to on-campus activities.

Given the expected timelines for immunization it is essential that we plan for a full return to in-person activities on campus in September 2021, including in-person instruction, with faculty and staff returning to campus sooner. Immunization will support what seems likely to become stable coexistence with COVID-19 as another manageable, seasonal ailment.

…/2

Ministry of Health   Office of the   4th Floor, 1515 Blanshard Street
                         Provincial Health Officer   PO Box 9648 STN PROV GOVT
                                              Victoria BC V8W 9P4
                                              Tel: (250) 952-1330
                                              Fax: (250) 952-1570
                                              http://www.health.gov.bc.ca/pho/

New variants of the SARS CoV-2 virus will likely continue to emerge. We will respond to them through monitoring, re-formulation of tests and vaccines, and through other measures as needed depending on the characteristics of the variants. Targeted testing and contact tracing by health authorities will remain key supplements to immunization in rapidly controlling transmission. These activities will be part of normal, ongoing life with COVID-19.

We have also learned over the past year that when we implement effective safety plans, large sectors can operate safely. Reducing the opportunity for infectious contacts will continue to be an important strategy. As such, safety plans will remain important, with updates as required. My team looks forward to working with you to fine-tune plans for the prevention activities we have all become so familiar with: self-administered health checks; facilitating hand cleaning through access to soap and water or encouraging people to use hand sanitizers; use of masks; early detection and rapid testing of potential cases; isolation; and case and contact management.

The experience of the past year can help with a safe return to post-secondary campuses. Above and beyond immunization, infectious contacts in group settings at post-secondary institutions can be reduced through a variety of prevention and exposure control measures. Two-meter physical distancing has been my guidance for uncontrolled group settings. Such distancing is neither practical, nor necessary, in the controlled context of post-secondary instructional settings. I am very confident that the combination of immunization and continued application of the "COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector" will support the safe and complete resumption of campus teaching, learning, and research.

We also believe student housing, dining and other on-campus student services will be able to return to normal or close-to-normal capacities by following revised protocols in the "COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector."

Based on what we have learned in the past year, and the important protection that immunization will provide, I, as well as the medical health officers in British Columbia, strongly support the resumption of on-campus activities in September 2021. Public health will also continue to work with post-secondary institutions to determine if measures are needed to keep activities inside and outside the classroom safe in the fall, such as public transportation, socializing outside of class, athletics, and arrival and quarantine of international students.

Thank you, again, for the important role you play in supporting the provincial COVID-19 response, and in helping British Columbians to realize the full experience and benefits of post-secondary education. I look forward to working with you to strengthen the collaboration between public health and post-secondary institutions for a full and safe return to on-campus instruction in September 2021. We all look forward to the rich campus interactions that will make learning and personal development so much more effective and supportive for students, faculty, and staff.

…/3

Sincerely,

Bonnie Henry
MD, MPH, FRCPC
Provincial Health Officer

Cc   Honourable Anne Kang, Minister of Advanced Education and Skills Training
             Shannon Baskerville, Deputy Minister of Advanced Education and Skills Training
             Max Blouw, President Research Universities' Council of BC
             Ruth Wittenberg President, BC Association of Institutes and Universities
             Colin Ewart, President BC Colleges
             Honourable Adrian Dix, Minister of Health
             Stephen Brown, Deputy Minister, Ministry of Health
             Chief Medical Health Officers, Regional Health Authorities
             Chief Medical Officer, First Nations Health Authority
             Deputy Provincial Health Officers

Primer produced by
**B.C. Post-Secondary Institutions
with the support of the Ministry of
Advanced Education and Skills Training**

THE UNIVERSITY OF BRITISH COLUMBIA

20 May 2021

To: Okanagan Senate

From: Senate Academic Building and Resources Committee

Re: **Annual Report** (information)

Please find attached the 2020-2021 Annual Report of the activities of the Senate Academic Building and Resources Committee.

For the Committee,

Dr. Peter Arthur
Chair, Senate Academic Building and Resources Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Senate Academic Building and Resources Committee

Report to Senate – 20 May 2020

Committee Background and Terms of Reference

The mandate and responsibilities of the Senate Academic Building and Resources Committee are set out in its terms of reference:

> *Responsible for recommending the following to Senate:*
>
> - *An annual report outlining the work of the Committee and the physical and budget resources available for the development and maintenance of the campus.*
>
> *Delegated authority over the following by Senate:*
>
> - *Reviewing, raising issues, and monitoring the implementation of the Campus Master Plan;*
>
> - *Recommending priorities on new academic buildings with consideration for the needs of academic and non-academic buildings, balance between type of teaching spaces, and relationship to physical plant and planning; and*
>
> - *Reviewing and raising issues regarding the impact of every development, whether building or landscape, on the total teaching and academic resource.*

Alongside the responsibilities set out in its terms of reference, the Senate Academic Building and Resources Committee also serves as the Okanagan sub-committee of the Council of Senates Budget Committee and is responsible for fulfilling the mandate of the Council of Senates Budget Committee on the Okanagan campus. The terms of reference of the Council of Senates Budget Committee are as follows.

> *The Budget Committee shall:*
>
> > *[M]eet with the President and assist in the preparation of the University budget; and make recommendations to the President and to report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget.*
>
> *In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.*

The complete Council of Senates Budget Committee includes representation from both campuses. The full Budget Committee has not met during the 2019-2020 Academic Year, leaving fulfilment of its terms of reference to the Senate Academic Building and Resources Committee, and its counterpart on the Vancouver campus.

THE UNIVERSITY OF BRITISH COLUMBIA

Activities

During the 2020-21 academic year, the Committee met on seven occasions. The agendas for each meeting were set through the collaboration of the Committee Chair, the Deputy Vice-Chancellor and Principal, and the Associate Vice-President, Finance and Operations to ensure that items that are a priority for the committee and for the two vice-presidential offices are brought forward. The Deputy Vice-Chancellor and Principal, Provost and Vice-President Academic, Associate Vice-President, Finance and Operations and the Director, Integrated Planning and Chief Budget Officer also regularly attended committee meetings.

The topics addressed by the Committee during the 2020-21 academic year include the following:

Meeting Date	Subject	Presenters and Guests
October 23, 2020	Budget Update Capital Projects Update	R. Einarson R. Einarson
December 06, 2020	Current year - Quarter 2 UBCO financial update Budget 2021/22 timeline and anticipated plan	M. Harvey R. Einarson
January 06, 2021	UBC Capital Prioritization Process Class Scheduling Plans for Next Fall 2021 Current Downtown Academic Plans/Space List	J. Metras A. Mukherjee P. Barker, R. Einarson, & J. Sanguinetti
February 10, 2021	Budget: Budget Estimate - Administration	R. Einarson & M. Harvey
March 17, 2021	Full Budget Presentation	R. Einarson & M. Harvey

April 14, 2021	Remote Learning Virtual Tools	H. Berringer, T. Zimmerman, & R. Einarson
	Climate Action Plan	L. Bilodeau and B. Johnson
May 05, 2021	Capital Projects Update	B. Johnson, A. Mogerman, & A. Riley

Committee Comments

- The Committee appreciated the transparent engagement on the budget process and how comprehensive and detailed the documentation received. As the Committee's terms of reference state, the committee was able to help prepare the budget by providing feedback to senior administration through fulsome discussion.
- The Budget was presented to senate in March. Highlights include priority investments in the following areas:
  a. People and Places
  b. Research Excellence
  c. Transformative Learning
  d. Local and Global Engagement
  e. Sustainment/Risk/Compliance Actions
     Note: Refer to March Senate Materials pages 272 – 274 for investment details.
- One focus of the committee was on both undergraduate and graduate students and how the budget impacts them.

Future Committee Topics

- What COVID forced innovation is worth continuing, or stopping. Additionally, the impact on our Okanagan resources.
- Academic Integrity – Tools and the impact on Okanagan resources
- IRP (Integrated Renewal Program) in terms of Okanagan resources
- Resource implications of non-traditional research entities i.e. innovation precinct and partnerships

20 May 2021

To: Okanagan Senate

From: Okanagan Senate Academic Policy Committee

Re: College of Graduate Studies Minimum Funding Policy for PhD Students

---

The Academic Policy Committee was asked to review the *College of Graduate Studies Minimum Funding Policy for PhD Students*.

The minimum funding policy was drafted by College of Graduate Studies, starting from Vancouver's policy, and in consultation with Faculty Deans and Graduate Program Coordinators. The policy has been approved by Graduate Council. The goal of this policy is to assist PhD students to be full time scholars, and to aid in graduate recruitment, by having a guaranteed minimum funding level. The policy will apply to both new and current students.

The Committee recommends the following:

Motion: *That Senate approve the* **College of Graduate Studies Minimum Funding Policy for PhD Students** *as attached.*

Respectfully submitted,

Jan Cioe, Chair
Senate Academic Policy Committee

College of Graduate Studies Minimum Funding Policy for PhD Students

Approved by Graduate Council: March 17, 2021
Effective Date: 2021W

All full-time current or incoming UBC students (domestic and international) in PhD programs of the Okanagan campus will be provided with a minimum funding package equal to $20,000 for each of the first four years of a PhD as of September 2021. Graduate programs may set their own policies to require a funding level that is higher than the campus-wide minimum. This funding can be used to pay for university-related expenses (e.g., tuition, books) as well as general living expenses. The funding package may consist of any combination of internal or external awards, teaching-related work, research assistantships, or graduate academic assistantships. If a student receives additional funding (e.g., a scholarship) or other income that elevates their package above the minimum funding package, their support from on-campus funding sources may be reduced. Departments are encouraged to establish processes that allow students to retain all or part of any external awards received.

Effective September 2023, the value of the minimum funding package will increase to $22,000 per year. After 2023 the Minimum Funding Policy will be reviewed annually by Graduate Council. Any annual increases will apply to both new and current eligible doctoral students.

Part-time employment in the field of the student's research may be considered part of the funding package, whether the work occurs on or off campus (e.g., a PhD student continues part-time nursing practice to maintain professional skills and to understand current research needs in that setting). Other stable sources of income may be taken into account. In such cases, if the student's work and financial situation were to change, the Department and supervisor will make their best effort to provide a minimum funding package, but this might not be possible as funding is planned well in advance.

For purpose of this policy, internships will be considered similar to research assistantships, i.e. funds received from an internship position count toward the minimum funding package.

The minimum funding package is inclusive of vacation pay and benefits, as well as external awards or sponsorships, if applicable. It does not include the International Partial Tuition Award (IDPT). Students must apply for scholarships as required by their graduate program to continue to qualify for the minimum funding package. Students will be required to disclose their sources of university or scholarship funding, as well as other income sources, to their graduate program and must inform their program immediately of new funding sources.

Selection, scheduling and payment of teaching assistantships must adhere to the Letter of Understanding with BCEGU.

The minimum funding package does not apply to students enrolled part-time. The minimum funding package is contingent on satisfactory academic progress (see UBC Okanagan calendar for a definition of satisfactory progress):

http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,984,1168

When the student completes their program (or withdraws without completing) while receiving financial support through the Minimum Funding Package, this support may be subject to repayment or pro-rating for the remainder of the term.

Students transferring from a UBC Master's to a PhD program without completing the Master's will be eligible for the Minimum Funding Package effective the date of transfer to the PhD program. Consistent with UBC academic policies, the start of the PhD program for these transfer students will be the date of first registration in the Master's program. Hence, a student who transfers to a PhD after one year of Master's study will be provided with a minimum funding package for the following three years.

In some cases, a program may choose to only accept a student if they are successful in a particular scholarship competition. In this case, the department can inform the student about the conditional acceptance, but state that a formal offer of admission will not be made until the condition has been removed.

In rare cases, a student may switch from one UBC supervisor and/or UBC graduate program to another UBC supervisor and/or UBC graduate program. The new supervisor and graduate program will be responsible for ensuring that the student continues to be provided with a minimum funding package.

This Minimum Funding Policy requires that graduate programs only admit doctoral students that the graduate program and supervisors have the means to support, considering factors such as support from supervisor's grants, internal and external scholarships, availability of research and teaching assistantships, and financial commitments to existing students. However, it is recognized that unexpected situations can occur. We encourage departments and Faculties to develop their own methods of dealing with emergency funding. It is expected that the Graduate Program Coordinator will consult with the Department Head and/or Faculty Dean.

Students who do not receive the funding they anticipated under the Minimum Funding Policy should first discuss this with their supervisor. If the issue is not resolved, they should then speak with their Graduate Program Coordinator. The Graduate Program Coordinator may need to consult with the Department Head or Dean of their disciplinary Faculty for a solution. If no solution is found, the Graduate Program Coordinator, as well as the student, can consult with the Dean of CoGS.

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www.senate.ubc.ca/okanagan

THE UNIVERSITY OF BRITISH COLUMBIA

20 May 2021

To: Okanagan Senate

From: Senate Academic Policy Committee

Re: Emeritus College Proposal for an Okanagan Chapter

The Senate Academic Policy Committee received a request to consider a proposal for the creation of an Okanagan Chapter of the UBC Emeritus College.

The Emeritus College was established in May 2018 upon approval of both the Vancouver Senate and the Board of Governors (see original proposal attached.)

Individuals granted Emeritus status now automatically become members of the College; however, there are currently about 70 UBCO retirees who aren't members. Membership in the Okanagan Chapter would not be restricted to UBCO Emeriti; membership would be open to all UBC Emeriti and to a special category of members who retire from other universities and reside in the Okanagan region.

Goals of an Okanagan Chapter would include:

- To encourage membership of UBCO retirees who aren't currently members;
- To encourage members to be active participants in the College;
- To link UBCO Emeriti more directly into the larger work of the whole University and the whole College;
- To encourage Okanagan members to access the fund for reimbursement of the costs of scholarly activities; and
- To encourage representation from Okanagan in the governance of the College.

Under its Terms of Reference, the College has the power and duty to determine mechanisms to represent the interests of Emeriti (section 2.2.3.) It does not, therefore, require approval of Senate (or the Board of Governors) to create a chapter. In addition, the College is jurisdictionally subject to the Vancouver Senate so wouldn't have required Okanagan Senate approval in any event.

THE UNIVERSITY OF BRITISH COLUMBIA

Nevertheless, the Committee is of the opinion that it would be appropriate for the Okanagan Senate to formally recognize its support of an Okanagan chapter.

The Committee is, therefore, pleased to recommend the following:

Motion: ***That the Senate support the establishment of an Okanagan Chapter of the UBC Emeritus College.***

Respectfully submitted,

Jan Cioe, Chair
Senate Academic Policy Committee

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20 May 2021

To:	Okanagan Senate
From:	Admissions and Awards Committee
Re:	Awards (approval)

The Admissions and Awards Committee reviewed and enclosed the proposed awards it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate accept the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.*

Respectfully submitted,

Rhys Herzberg
Vice Chair, Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Development and Alumni Engagement
The University of British Columbia l Okanagan campus
1138 Alumni Ave. Adm103
Kelowna, BC V1V 1V7

Tel 250.807.8565 | Fax 250.807.9211
http://supporting.ok.ubc.ca/welcome.html

April 26, 2021

From: Paul Greenhough, Development and Alumni Engagement, Okanagan Campus

To: Okanagan Senate Admissions and Awards Committee

Re: Awards recommended for approval by the Okanagan Senate Admissions and Awards Committee

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New awards for consideration:

Proposed Title: **Rio Tinto Scholarship**

A $5,000 scholarship has been made available annually through a gift from Rio Tinto to a domestic undergraduate female student in the School of Engineering in the Faculty of Applied Science at The University of British Columbia, Okanagan campus. Rio Tinto is a global metal and mining group operating in 35 countries across six continents. They are committed to increasing the representation of women in mining and creating an engaging and inclusive environment. The scholarship will be adjudicated by Enrolment Services. (First award available for the 2021/22 Winter session)

Proposed Title: **Andrew Arida Memorial Award**

Awards totalling $5,000 have been made available through an endowment established by friends, family and colleagues in memory of Andrew Arida (1970-2021), along with matching funds from the University of British Columbia, for outstanding domestic students on the Vancouver and Okanagan campuses who identify as Black and are entering an undergraduate program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Ideally, recipient selection will alternate between the Vancouver and Okanagan campuses. Andrew (B.A., M.A. 2014) joined UBC in 1996, and worked in a variety of positions in recruitment and admissions, and assumed

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the position of Deputy Registrar in 2018. He served as President of the Association of Registrars of the Universities and Colleges of Canada, and received UBC's President's Service Award for Excellence in 2018 in recognition of his contributions and service to UBC. The awards are adjudicated by Enrolment Services. (First award available for the 2021/22 Winter Session).

Revisions:
Previously approved award with changes in terms or funding source:

Existing description (2010):
Award Title: **Lashley and Mary Haggman Memorial Research Award**

Awards totaling $6,500 have been made available through an endowment established by the Estate of Lashley and Mary Haggman for graduate students to assist faculty members and graduate students, in either the Faculty of Health and Social Development or the departments of computer science and psychology in the Irving K. Barber School of Arts and Sciences at the University of British Columbia, Okanagan campus, in conducting research on memory or memory-related issues. The awards will be adjudicated by the College of Graduate Studies in consultation with the Office of Research Services. The award will be adjudicated by the Office of Research Services.

Amended Description: **Lashley and Mary Haggman Memorial Research Award**

Awards totaling $6,500 have been made available through an endowment established by the Estate of Lashley and Mary Haggman for graduate students at the University of British Columbia, Okanagan campus, conducting research on memory or memory-related issues. The awards will be adjudicated by the College of Graduate Studies in consultation with the Office of Research Services.

Rationale: The change will allow for the following:
-        Larger applicant pool as graduate students from any faculty are eligible
-        More meaningful award size with focus on graduate students
-        Clearer promotion of the award as COGS will promote and manage it within the graduate student population

Existing description (2021): (approved by Committee on March 29, 2021
Award Title: **Florence M. Myers Memorial Scholarship Award in Chemistry**

A $1,200 scholarship bursary has been made available through an endowment established by the Estate of Florence Myers, along with matching funds from The University of British Columbia, to a domestic graduate student in the chemistry program in the Irving K. Barber

Faculty of Science at The University of British Columbia, Okanagan campus. Born in 1921 in England, Florence worked as a research chemist during WW II, emigrated to Canada in 1948 and continued to work. Florence is appreciated as a pioneering Canadian female chemist. After marrying Orvil Myers and a move to Oakville Ontario, Florence became a portrait photographer. Late in life, Florence and Orvil settled in the Kootenays. Preference will be given to a female student. The scholarship ~~bursary~~ is adjudicated by Enrolment Services. (First award available for the 2021/22 Winter Session)

Amended Description: **Florence M. Myers Memorial Scholarship in Chemistry**

A $1,200 scholarship has been made available through an endowment established by the Estate of Florence Myers, along with matching funds from The University of British Columbia, to a domestic graduate student in the chemistry program in the Irving K. Barber Faculty of Science at The University of British Columbia, Okanagan campus. Born in 1921 in England, Florence worked as a research chemist during WW II, emigrated to Canada in 1948 and continued to work. Florence is appreciated as a pioneering Canadian female chemist. After marrying Orvil Myers and a move to Oakville Ontario, Florence became a portrait photographer. Late in life, Florence and Orvil settled in the Kootenays. Preference will be given to a female student. The scholarship is adjudicated by Enrolment Services. (First award available for the 2021/22 Winter Session)

Rationale: The will wording indicates scholarship not a bursary.

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20 May 2021

To: Okanagan Senate

From: Admissions and Awards Committee

Re: UBC Beyond Tomorrow Scholars Program (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the UBC Beyond Tomorrow Scholars Program.*

Respectfully submitted,

Rhys Herzberg
Vice Chair, Admissions and Awards Committee

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UBC Beyond Tomorrow Scholars Program

Student diversity, inclusive excellence and increasing accessibility of education amongst students from historically marginalized communities have been key principles of engagement at UBC. Awareness of the historical impact of slavery, colonization and race-based discrimination calls for a critical examination of the meaningful ways in which UBC and its community members can address these impacts, particularly for students who self-identify as Black. As an active step in the removal of the systemic barriers, the UBC Beyond Tomorrow Scholars Program will recruit Black domestic[i] students and like similar efforts for Indigenous students, the program will not only offer financial aid, but holistic programming and support that helps them reach their full potential.

The program will be designed based on a cohort-based model delivered at both Vancouver and Okanagan to increase the number of self-identifying Black undergraduate scholars pursuing and obtaining higher education degrees across all faculties. The Beyond Tomorrow Scholars Program, including the provision of the award, is expected to begin September 2021, with an initial cohort of 10 scholars (8 Vancouver; 2 Okanagan). Looking forward, the anticipated goal is to identify 20 scholars (10 for each campus) on an annual basis, subject to review each year. Funding will come from a mixture of sources including broad-based fundraising efforts under UBC's Blue and Gold Campaign.

With a focus on financial need as well as academic merit, leadership skills and involvement embedded in the eligibility criteria, scholars will be eligible for a renewable entrance award of up to $20k annually. In line with providing an enriched educational experience, scholars will participate in transformative leadership opportunities that allow for expanding a sense of belonging, community and inclusion for all Black students at both campuses. Following the footsteps of programs such as the Access Studies program for Indigenous students and other scholar programs at UBC, Beyond Tomorrow Scholars Program will be administered by a program team that will design and implement customized support, intentional touchpoints and programming that includes, but will not be limited to, academic advising, career preparedness, mentorship, financial literacy, research, etc. Equity and Inclusion will drive careful planning into how all scholars, regardless of campus affiliation, will be able to access cross-campus activities and services.

The Beyond Tomorrow Scholars Program will follow similar accomplishments like the Centennial Scholars Entrance Award Program and Mastercard Foundation Scholars Program of graduating successful UBC alumni and in many ways, help shape future Black leaders of tomorrow.

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[i] Note: Domestic refers to students with Canadian citizenship, permanent resident, landed immigration and refugee status.

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THE UNIVERSITY OF BRITISH COLUMBIA

Office of the University Counsel

Old Administration Building, Room 240
6328 Memorial Road
Vancouver, BC, Canada V6T 1Z2

Phone 604 822 1897
Fax 604 822 8731

Date	March 16, 2021
To	Senate Awards Committees, Vancouver and Okanagan
Copy to	Ainsley Carry, Vice President Students, Kate Ross, Associate Vice-President, Enrolment Services and Registrar
From	Elizabeth Moxham, Legal Counsel And Jennifer Devins, Lawyer, Roper Greyell LLP
Subject	Beyond Tomorrow Scholars Program – Human Rights Issues

We were requested to provide information about how the Human Rights Code interacts with the Beyond Tomorrow Scholars Program.

UBC is covered by several aspects of the *Human Rights Code*; however, the section most applicable to the Beyond Tomorrow Scholars Program (the "Program") is section 8. Section 8 of the *Code* prohibits discrimination in the provision of services. UBC's educational programs are a service within the meaning of section 8 of the *Code*. Admission to educational programs falls within the scope of section 8.

In order to constitute discrimination, one of the protected grounds (including race, colour, place of origin, and other listed personal characteristics) need only be a single factor in an adverse decision, such as a decision of non-admission.

The purposes of the *Human Rights Code* include "foster[ing] a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia" and "identify[ing] and eliminate[ing] persistent patterns of inequality associated with discrimination".

With respect to the Program, those activities that are related directly to admission to UBC, such as potentially reserving certain spots, or using its own funds to establish student awards, for individuals from certain designated groups, are more likely to fall within the scope of section 8 of the *Code*. UBC has previously received and defended human rights complaints from prospective students who alleged that they were denied admission in whole or in part because of a protected ground of the *Code*.

Others of the Program's activities are less likely to fall within the scope of the *Code* because they are less likely to be found to be limitations on the provision of a service. For example, the Program's targeted advertising and/or recruitment activities are less likely to fall within the scope of the *Code* because they are less likely to be found to be a denial of a service.   UBC's decision to spend its marketing resources on raising awareness and encouraging applications in traditionally underrepresented communities

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is unlikely to fall within the scope of section 8. In addition, donor funded student awards are unlikely to fall within the scope of section 8 where the donor requires UBC to support students in the Program.

In the event of any human rights complaint, UBC would have open to it an argument that its activities did not breach the *Code*, but rather furthered the purposes of the *Code* identified above, and therefore no liability should result. Alternatively, UBC could also argued that any conduct that was found to be *prima facie* discriminatory can be justified because there was a reasonable and *bona fide* justification for the distinction, namely, advancing the *Code*'s substantive equality purposes.

The *Code* also contemplates the existence of "special programs", which are equity-based programs aimed at ameliorating the conditions of disadvantaged individuals and furthering the purposes of the *Code*. Organizations can seek approval of special programs, but need not do so. The application and approval process is managed by the Human Rights Commission. There are currently no approved special programs for student awards in British Columbia.

Where a special program has been approved, in the event of a complaint, the organization can rely on the special programs provision of the *Code* in defence. If a special program has received pre-approval, it is a complete answer to the complaint, and the complaint can be dismissed summarily. If program has not received pre-approval, then the organization would be required to establish that the elements of its Program comply with the Human Rights Code in response to the complaint. Maintaining appropriate records which explain UBC's justification for establishing the Program, or any element of it such as UBC-funded or donor-funded student awards, would assist UBC to respond to a complaint.

Whether or not a special program is approved, a complainant can still file a complaint with the Human Rights Tribunal. None of the defences explained above prevent the filing of a complaint with the Human Rights Tribunal; they are how UBC would respond in the event of a complaint.

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20 May 2021

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Revised Eligibility Requirements – Deputy Vice-Chancellor Scholarship (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the revised eligibility requirements for the Deputy Vice-Chancellor Scholarship.*

Respectfully submitted,

Rhys Herzberg
Vice Chair, Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Enrolment Services
The University of British Columbia l Okanagan campus
3333 University Way
Kelowna, BC V1V 1V7

April 19, 2021

From: **Fred Vogt, Deputy Registrar**

To: **Okanagan Senate Admissions and Awards Committee**

Re: **Revised eligiblity requirements for the Deputy Vice-Chancellor Scholarship recommended for approval by the Okanagan Senate Admissions and Awards Committee**

The Deputy Vice-Chancellor (DVC) Scholarship is awarded to continuing domestic and international undergraduate students entering second, third, or fourth year at UBC Okanagan who have demonstrated strong academic achievement in the previous year of study. Awards are offered at the following levels:

Sessional average from the previous winter session	Award value
90% or greater	$1,000
80% to 89.99%	$500

To be eligible, students must have been registered in at least 80% of a full-time course load for their program in each term of the previous winter session, and they must also be registered in a minimum of 24 credits in the upcoming winter session with a minimum of 12 credits per term. All continuing undergraduate students are automatically considered for the DVC Scholarship; no application is required.

Enrolment Services is proposing the following revision to the current DVC Scholarship eligibility requirements to align the program with *Senate Policy O-200: Student Awards*:

- Revise the award's upcoming winter session registration requirements to remove the 12-credit minimum in each term.

The current award eligibility requirement that students be enrolled in at least 24 credits in the upcoming winter session with a minimum of 12 credits per term is a requirement that is unique to the DVC Scholarship. The per-term minimum in particular does not adhere to the registration requirements outlined in Paragraph 14.i. of Policy 0-200 for continuing undergraduate scholarships. Further, this requirement often causes confusion for students and administrative burden for Enrolment Services as students adjust their course registration and lose or gain award eligibility. DVC Scholarship recipients can have their award

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disbursement(s) reduced or cancelled if they no longer meet the award's registration requirements.

The proposed change to the DVC Scholarship criteria to require that students be registered in the upcoming winter session in a minimum of 24 credits with no per-term minimum would simplify the award requirements, align with policy, and give students greater clarity on award eligibility. The change would also benefit students who, due to work commitments, course availability, or other reasons, are enrolled in fewer than 12 credits in one term.

The proposed change will result in a greater number of students becoming eligible for the award. The table below outlines the number of actual award recipients in 2020 and 2019. It also captures the number of students who would have received the award had the proposed eligibility requirements been in place:

	Actual Award Recipients							Award Recipients with Revised Criteria							
	$500			$1000			Total	$500			$1000			Total	
	Dom	Int'l	Total	Dom	Int'l	Total		Dom	Int'l	Total	Dom	Int'l	Total		% Δ
2020	1414	223	1637	304	48	352	1989	1442	229	1671	306	50	356	2027	1.9%
2019	1266	145	1411	239	32	271	1682	1283	149	1432	239	32	271	1703	1.2%

Financially award offers would have increased by the estimated amounts below if the credit change had been in effect in those years:

2020W $21,000 ($5K ISI + $16K ES)
2019W $11,000 ($2K ISI + $9K ES)

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20 May 2021

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Faculty of Arts and Social Sciences – PhD. And MA Psychology (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the Faculty Arts and Social Sciences Doctor of Philosophy (Ph.D.), Psychology and Master of Arts, Psychology admission requirements.*

Respectfully submitted,

Rhys Herzberg
Vice Chair, Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Admissions Proposal Form
Okanagan campus

Faculty/School: Faculty of Arts and Social Sciences **Dept./Unit:** PSYO **Faculty/School Approval Date:** 20210323 **Effective Session:** 2021W	**Date:** 2021-03-01 **Contact Person:** Dr. Jan Cioe **Phone:** **Email:** ikbcurriculum.ubco@ubc.ca

Type of Action:

Update to admission requirements

Rationale: The College of Graduate Studies has requested that we update the PSYO MA and PhD pages to remove MELAB from an acceptable language test because this was discontinued a few years ago and no longer exists. To keep things consistent, the CoGS policy has been linked to the language requirement.

Proposed Academic Calendar Entry:	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1227 Present Academic Calendar Entry:
Doctor of Philosophy (Ph.D.) [14227] Admission Requirements […] **[14230]** Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. **Applicants from a university at which English is not the primary language of instruction must meet Language Proficiency Requirement for the minimum English language proficiency test scores.** […]	**Doctor of Philosophy (Ph.D.)** [14227] Admission Requirements […] **[14230]** Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. ~~Students can demonstrate English language proficiency with one of the following:~~ ~~[14231]~~ • ~~TOEFL (Test of English as a Foreign Language) minimum score of 600 (paper version) or 100 (Internet version);~~

THE UNIVERSITY OF BRITISH COLUMBIA

	~~IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5~~; or ~~MELAB score of at least 84.~~ […]

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Admissions Proposal Form
Okanagan campus

Faculty/School: FASS **Dept./Unit:** Psychology **Faculty/School Approval Date:** 20210326 **Effective Session:** 2021W	**Date:** 210118 **Contact Person:** Jan Cioe **Phone:** 807.8732 [763-1225 H] **Email:** jan.cioe@ubc.ca

Type of Action:

Change in the admission requirements for the M.A. in Psychology

Rationale:

In an effort to increase inclusivity and diversity in our graduate student applicants, the Psychology Department wishes to remove the current requirement for GRE scores as a part of the application process. To keep things consistent, the CoGS policy has been linked to the language requirement.

This change was initiated by our Graduate Students who provided evidence that the GRE was discriminatory against a variety of marginalized groups, partly by way of its construction, but also because of its cost [direct and secondary]. The cost may not seem particularly problematical for many Canadian or American applicants, but it can be a substantial barrier for students from low GDP countries and/or those with limited financial resources. Moreover, there is evidence that the general GREs are not strongly predictive of graduate student success.

	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1228
Proposed Academic Calendar Entry: Master of Arts (M.A.) [14237] Admission Requirements **[14238]** The M.A. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students. **[14239]** Entering students will normally have an honours degree (or an undergraduate degree and equivalent research experience) in Psychology or a related area. This must	**Present Academic Calendar Entry:** Master of Arts (M.A.) [14237] Admission Requirements **[14238]** The M.A. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students. **[14239]** Entering students will normally have an honours degree (or an undergraduate degree and equivalent research experience) in Psychology or a related area. This must include coursework in statistics and research methodology. **Students**

include coursework in statistics and research methodology.	**must submit their graduate record exam (GRE) scores and must score at least the 50th percentile on the Verbal section; the general GRE scores are required and the subject specialty scores are recommended.**
[14241] Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. **Applicants from a university at which English is not the primary language of instruction must meet Language Proficiency Requirement for the minimum English language proficiency test scores.**	**[14241]** Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. **Students can demonstrate English language proficiency with one of the following:**
[…]	**[14240]** • **TOEFL (Test of English as a Foreign Language) minimum score of 600 (paper version) or 100 (Internet version); or** • **IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or** • **MELAB score of at least 84.** […]

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Curriculum Consultation Request

Please respond by (allow min. 15 calendar day turnaround): | 210204 |

Proponent: | Jan Cioe | **Email:** | jan.cioe@ubc.ca |

Faculty/School/Department: | FASS/ Barber/ Psychology |

Proposed Curriculum Change (see attachments)**:**

| removal of the GRE requirement for admission to the Psychology graduate program |

--------To be completed by respondent. Return completed form to proponent------------------

Respondent: | | **Email:** | |

Faculty/School: | |

How does the proposal impact your program?

| |

Does your program offer a similar course?
YES [ ]   (Which course? If a similarity exists, please explain below)   **NO** [ ]

| |

Response:
Support: [ ]

Support subject to modification (provide comments below): [ ]

Do not support (provide comments below): [ ]

No relevance: [ ]

Comments:
Official comments included on the consultation form should pertain to the academic content of the proposal and proposed Academic Calendar entry. Suggested course outline edits, or other friendly amendments, are to be emailed to the proponent under separate cover and will not be reviewed by the Senate Curriculum Committee.

| |

Date: | YYMMDD | Signature: | |

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UBC Curriculum Consultation Report
for Category 1 Curriculum Proposals.

This form should be stapled to the paper copy of the relevant curriculum change form.

Faculty: FASS/ Barber/	Department: Psychology	Date: 2021.02.05

Name of Course or Program: removal of the GRE requirement for admission to the Psychology graduate program
Identification Number:

Consultations:
List consultants, attach their signed memos, and include below your responses to any questions that they raised.

Name	Dept/School	Faculty
1. Alison Conway	Associate Dean	FASS
Response: SUPPORT		
2. Shannon Ward	CCGS	FASS
Response: STRONGLY SUPPORT		
3. Mike Zajko	HIST & SOCI	FASS
Response: SUPPORT		
4.		
Response:		
5.		
Response:		

UBC THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Curriculum Consultation Request

Please respond by (allow min. 15 calendar day turnaround): 210204

Proponent: Jan Cioe   **Email:** jan.cioe@ubc.ca

Faculty/School/Department: FASS/ Barber/ Psychology

Proposed Curriculum Change (see attachments):

removal of the GRE requirement for admission to the Psychology graduate program

--------To be completed by respondent. Return completed form to proponent------------------

Respondent: Laura Hooker   **Email:** Laura.hooker

Faculty/School: Science/Biology Department

How does the proposal impact your program?

It doesn't

Does your program offer a similar course?

YES [ ]   (Which course? If a similarity exists, please explain below)   **NO** [ ]

Question not relevant to proposal

Response:

Support: [ ]

Support subject to modification (provide comments below): [ ]

Do not support (provide comments below): [ ]

No relevance: [√]

Comments:
Official comments included on the consultation form should pertain to the academic content of the proposal and proposed Academic Calendar entry. Suggested course outline edits, or other friendly amendments, are to be emailed to the proponent under separate cover and will not be reviewed by the Senate Curriculum Committee.

Date: 210123   Signature: [signature]

1

UBC THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Curriculum Consultation Request

Please respond by (allow min. 15 calendar day turnaround): | 210204 |

Proponent: | Jan Cioe | **Email:** | ian.cioe@ubc.ca |

Faculty/School/Department: | FASS/ Barber/ Psychology |

Proposed Curriculum Change (see attachments):

| removal of the GRE requirement for admission to the Psychology graduate program |

--------To be completed by respondent. Return completed form to proponent------------------

Respondent: | Craig Nichol | **Email:** | Craig.nichol@ubc.ca |

Faculty/School: | FOS EEGS |

How does the proposal impact your program?

| None |

Does your program offer a similar course?
YES [ ]   (Which course? If a similarity exists, please explain below)   **NO** [ ]

| |

Response:

Support: [ ]

Support subject to modification (provide comments below): [ ]

Do not support (provide comments below): [ ]

No relevance: [x]

Comments:
Official comments included on the consultation form should pertain to the academic content of the proposal and proposed Academic Calendar entry. Suggested course outline edits, or other friendly amendments, are to be emailed to the proponent under separate cover and will not be reviewed by the Senate Curriculum Committee.

| |

Date: | 2021 Jan 20 | Signature: | Craig Nichol |

1

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Curriculum Consultation Request

Please respond by (allow min. 15 calendar day turnaround): | 210204 |

Proponent: | Jan Cioe | **Email:** | ian.cioe@ubc.ca |

Faculty/School/Department: | FASS/ Barber/ Psychology |

Proposed Curriculum Change (see attachments):

| removal of the GRE requirement for admission to the Psychology graduate program |

--------To be completed by respondent. Return completed form to proponent------------------

Respondent: | Nina Langton | **Email:** | nina.langton@ubc.ca |

Faculty/School: | FCCS |

How does the proposal impact your program?

| No impact |

Does your program offer a similar course?

YES | | (Which course? If a similarity exists, please explain below)   **NO** | x |

| |

Response:

Support: | x |

Support subject to modification (provide comments below): | |

Do not support (provide comments below): | |

No relevance: | |

Comments:
Official comments included on the consultation form should pertain to the academic content of the proposal and proposed Academic Calendar entry. Suggested course outline edits, or other friendly amendments, are to be emailed to the proponent under separate cover and will not be reviewed by the Senate Curriculum Committee.

| |

Date: | 2021-01-26 | Signature: | |

1

UBC THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Curriculum Consultation Request

Please respond by (allow min. 15 calendar day turnaround): | 210204

Proponent: Jan Cioe   **Email:** jan.cioe@ubc.ca

Faculty/School/Department: FASS/ Barber/ Psychology

Proposed Curriculum Change (see attachments)**:**

removal of the GRE requirement for admission to the Psychology graduate program

--------To be completed by respondent. Return completed form to proponent------------------

Respondent: Mike Zajko   **Email:** mzajko@ubc.ca

Faculty/School: FASS – HIST & SOCI

How does the proposal impact your program?

None

Does your program offer a similar course?
YES ☐   (Which course? If a similarity exists, please explain below)   **NO** ☐

Response:
Support: ☒ x

Support subject to modification (provide comments below): ☐

Do not support (provide comments below): ☐

No relevance: ☐

Comments:
Official comments included on the consultation form should pertain to the academic content of the proposal and proposed Academic Calendar entry. Suggested course outline edits, or other friendly amendments, are to be emailed to the proponent under separate cover and will not be reviewed by the Senate Curriculum Committee.

Date: 210202   Signature:

1

UBC THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Curriculum Consultation Request

Please respond by (allow min. 15 calendar day turnaround): | 210204 |

Proponent: | Jan Cioe | **Email:** | jan.cioe@ubc.ca |

Faculty/School/Department: | FASS/ Barber/ Psychology |

Proposed Curriculum Change (see attachments):

| removal of the GRE requirement for admission to the Psychology graduate program |

--------To be completed by respondent. Return completed form to proponent------------------

Respondent: | Shannon Ward | **Email:** | Shannon.ward@ubc.ca |

Faculty/School: | FASS/CCGS |

How does the proposal impact your program?

| No impact |

Does your program offer a similar course?
YES | | (Which course? If a similarity exists, please explain below)   **NO** | X |

| |

Response:
Support: | X |

Support subject to modification (provide comments below): | |

Do not support (provide comments below): | |

No relevance: | |

Comments:
Official comments included on the consultation form should pertain to the academic content of the proposal and proposed Academic Calendar entry. Suggested course outline edits, or other friendly amendments, are to be emailed to the proponent under separate cover and will not be reviewed by the Senate Curriculum Committee.

| CCGS strongly supports this initiative, which may help broaden the diversity of applicants to this program. |

Date: | 21-01-26 | Signature: | _(signature)_ |

1

20 May 2021 THE UNIVERSITY OF BRITISH COLUMBIA Okanagan Senate

The College of Graduate Studies
Docket Page 67 of 260 Okanagan Campus
EME2121
Tel: 250.807.8772
Email: gradcurriculum.ok@ubc.ca

UBC College of Graduate Studies

CURRICULUM COMMITTEE REPORT

Originating From:
Faculty/School/Unit

Proposed effective date:

Program Change:

Category 1 ☐   Category 2 ☐

Brief description of Curriculum Change:

Committee Action:

☐ Recommended for Senate Approval

☐ Recommended for Senate Approval with revisions

☐ Not recommended

Comments (e.g. conditions, questions, requests for additional information, or revisions):

_____   _____   _____
Chair, Graduate Studies Curriculum Committee   Print Name   Date

Okanagan Curriculum Consultation Request

Please respond by (allow min. 15 calendar day turnaround): | 210204

Proponent: Jan Cioe   **Email:** ian.cioe@ubc.ca

Faculty/School/Department: | FASS/ Barber/ Psychology

Proposed Curriculum Change (see attachments):

removal of the GRE requirement for admission to the Psychology graduate program

--------To be completed by respondent. Return completed form to proponent------------------

Respondent: Alison Conway   **Email:** alison.conway@ubc.ca

Faculty/School: | FASS

How does the proposal impact your program?

No impact.

Does your program offer a similar course?

YES ☐ (Which course? If a similarity exists, please explain below)   NO ☐

Response:

Support: | X

Support subject to modification (provide comments below): ☐

Do not support (provide comments below): ☐

No relevance: ☐

Comments:
Official comments included on the consultation form should pertain to the academic content of the proposal and proposed Academic Calendar entry. Suggested course outline edits, or other friendly amendments, are to be emailed to the proponent under separate cover and will not be reviewed by the Senate Curriculum Committee.

Date: | 2021-01-20   Signature:

1

THE UNIVERSITY OF BRITISH COLUMBIA

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3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250.807.9619
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www.senate.ubc.ca

20 May 2021

To:　　　　Okanagan Senate

From:　　　Admissions and Awards Committee

Re:　　　　University of Warsaw – Expansion of Mobility Agreement (approval)

The Admissions and Awards Committee reviewed and enclosed the attached proposal it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion:　　　*That Senate approve expanding the Mobility Agreement between The University of British Columbia and the University of Warsaw.*

Respectfully submitted,

Rhys Herzberg
Vice Chair, Admissions and Awards Committee

**THE UNIVERSITY
OF BRITISH COLUMBIA**

Silvia Tomášková, Dean
Irving K. Barber Faculty of Arts and Social Sciences
The University of British Columbia
Okanagan Campus
3187 University Way, ASC 413
Kelowna, BC Canada V1V 1V7
250-807-8481 | silvia.tomaskova@ubc.ca

April 22, 2021

Ms. Raina Reddecliff
Associate Director Campus Internationalization
Office of the Provost and Vice-President Academic
ADM 119, 3333 University Way
Kelowna, BC V1V 1V7

Re: Student Mobility Partnership with Warsaw University

On behalf of the Faculty of Arts and Social Sciences at the University of British Columbia Okanagan, I am pleased to offer my support for the expansion of UBC's student mobility agreement with the University of Warsaw.

The University of Warsaw currently has an exchange agreement with UBC for students in the Faculty of Creative and Critical Studies at the Okanagan campus and the Faculty of Arts at UBC's Vancouver campus. I support the expansion of this agreement to include the Faculty of Arts and Social Sciences at UBC Okanagan, particularly as it offers an additional exchange opportunity for our psychology students. Study abroad is especially popular among psychology students and Warsaw has a strong psychology program that welcomes in-bound exchange students. Further, including Warsaw as an exchange partner for Arts students provides a great central European option for many disciplines.

This is an opportunity to grow study abroad options for Arts and Social Science students with an already existing partner.

Sincerely,

Silvia Tomášková

Silvia Tomášková

Dean

Irving K Barber Faculty of Arts and Social Sciences

Request for Expansion of Mobility Agreement

Partner Institution

University of Warsaw	Poland	Warsaw
Name of Institution	Country	City

Anna Jarczewska	Senior Advisor	
Key Contact	Title	

Faculty of Arts (UBC-V); Faculty of Critical and Creative Studies and Faculty of Arts and Social Sciences (UBC-O)	5 years	2021-2026
Type of Partnership	Duration	Renewal date

Flow of Students (semester spots)

Academic Year	Outbound	Inbound
2009-2010	3	0
2010-2011	2	3
2011-2012	0	6
2012-2013	2	1
2013-2014	4	3
2014-2015	2	4
2015-2016	0	3
2016-2017	1	2
2017-2018	3	2
2018-2019	0	3
2019-2020	2	0
TOTAL	**17**	**24**

Rationale for Partnership & Expansion

- First partnership in Poland and only one of two partners in the region open to Arts students
- Access to Polish language program from beginner to advanced levels
- Broad range of courses in English
- Well-structured to support exchange students; facilities for students with disabilities
- Great working relationship with the exchange office at Warsaw

Recommendation

- Renew and continue to broaden scope and participation.
- Expand the agreement to include the Faculty of Arts and Social Sciences (it is currently only with FCCS). Warsaw has a great Psychology program and many UBC Psychology students choose to study abroad.
- Including Warsaw as an exchange partner for Arts students provides a great central European option for many disciplines.
- Overall outbound numbers to Poland are low and expanding the opportunity to additional Faculties will help maintain the in/out balance.

THE UNIVERSITY OF BRITISH COLUMBIA

20 May 2021

To: Okanagan Senate

From: Appeals of Standing and Discipline Committee

Re: Annual Report 2020-2021 (information)

Committee Terms of Reference:

Delegated Authority over the following by Senate:

A.   Appeals of decisions of the President on student discipline;
B.   Appeals of final decisions of Faculties on academic standing; and
C.   Appeals of final decisions of Faculties on promotion/advancement.

The Okanagan Senate Appeals of Standing and Discipline Committee is a standing committee of the Okanagan Senate established under section 37(1)(v) of the University Act R.S.B.C. 1996, c.468 (the "Act") as the "standing committee of final appeal for students in matters of academic discipline." The Committee also serves as the mechanism for student appeals of faculty decisions under section 40(g) of the Act.

As per Part 5, Section 37(a) of the Rules and Procedures of the Okanagan Senate, and following general practice for a standing committee exercising delegated authority of a larger assembly, the Committee makes an annual report to Senate including the number of appeals heard, their disposition, and the general nature of the appeals.

The following provides a brief outline of disciplinary and academic standing appeal processes along with a summary of appeals considered by the Committee during the period 1 May 2020 to 30 April 2021.

A.   Student Discipline

Under section 61(1) of the Act, the "president has power to suspend a student and to deal summarily with any matter of student discipline." Under section 61(2) of the Act, the President "must promptly report the action to the standing committee established under section 37(1)(v) with a statement of his or her reasons." Under section 61(3) of the Act, the "action of the president is final and subject in all cases to an appeal to the senate."

Student discipline is governed by the Policies and Regulations section of the UBC Okanagan Academic Calendar (see UBC Okanagan Academic Calendar Policies and Regulations, Student Discipline http://www.calendar.ubc.ca/okanagan/index.cfm?t ree=3,54,0,0) and in the case of

THE UNIVERSITY OF BRITISH COLUMBIA

allegations of non-academic misconduct involving sexual assault and other sexual misconduct, by Board of Governors Policy 131 (see https://universitycounsel.ubc.ca/files/2017/04/policy131.pdf).

1.   Academic Misconduct

During the Period 1 May 2020 to 30 April 2021, the Senate Committee heard no appeals involving students disciplined for academic misconduct by the President upon the recommendation of the President's Advisory Committee on Student Discipline.

2.   Non-academic Misconduct

During the period 1 May 2020 to 30 April 2021, the Committee heard no appeals involving students disciplined by the President upon the recommendation of the President's UBC Okanagan Non-Academic Misconduct Committee.

3.   Sexual Assault and Other Sexual Misconduct

During the period 1 May 2020 to 30 April 2021, the Committee heard no appeals involving students disciplined by the President for sexual assault or other sexual misconduct.

B.   Academic Standing

The Okanagan Senate has delegated to the Appeals of Standing and Discipline Committee the authority to hear and dispose of student appeals from decisions of faculties in matters of academic standing. The Committee shall allow an appeal where the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision may have been arrived at. However, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a faculty member. The Okanagan Senate has conferred on the Committee the power to make final decisions pursuant to section 37(1)(b) of the Act (see UBC Okanagan Academic Calendar, Policies and Regulations, Senate Appeals on Academic Standing, section 2: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,53,106,0).

Students may also appeal to the Committee for contravention of procedure with respect to a Review of Assigned Standing in a Course (see UBC Okanagan Academic Calendar, Policies and Regulations, Review of Assigned Standing in a Course: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,294,0,0).

An appeal allowed by the Committee shall be by:

•   reversal of the decision of the Faculty, and the granting of such academic standing to the appellant as the Committee thinks fit in the circumstances; or
•   quashing of the decision of the Faculty, and the sending of the matter back to the Faculty to be dealt with in accordance with proper procedures.

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Office of the Senate
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3333 University Way
Kelowna, BC Canada V1V 1V7
www.senate.ubc.ca/okanagan

1.   Academic Standing

During the period 1 May 2020 to 30 April 2021, the Committee heard one appeal on academic standing.

• The student appealed the decision of the Faculty denying a request for permission to write an out-of-time exam. The Committee determined that the Faculty did not follow unfair or improper procedures in reaching its decision. However, the Faculty did not consider evidence that ought properly to have been considered. The Committee overturned the Faculty's decision and allowed the student to write the final exam.

Appeal Allowed.

Respectfully submitted,

Dr. Robert Campbell, Chair
Appeals of Standing and Discipline Committee

Members of the Committee:
• Dr. Robert Campbell (Chair)
• Dr. Jonathan Holzman (Vice-Chair)
• Dr. Yves Lucet
• Dr. Loic Markley
• Dr. Julien Picault
• Abdulrahman Alnaar (Convocation)
• Sage Cannon (Student)
• Gursagar Singh (Student)

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www.senate.ubc.ca

20 May 2021

To:　　　　　Okanagan Senate

From:　　　Curriculum Committee

Re:　　　　Curriculum Proposals (approval)

The Curriculum Committee has reviewed the material forwarded to it by the Faculties and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion:　　*That the new programs, revised programs, and new courses brought forward by the Faculties of Arts and Social Sciences, Creative and Critical Studies, and Science be approved.*

a. From the Faculty of Arts and Social Sciences

　　i.　Bachelor of Arts > Minor in Management

　　ii.　Bachelor of Arts > Program Requirements

　　iii.　Bachelor of Arts > Degree Requirements for students entering the program in 2021/2022 or later

　　iv.　GWST 240 – New course

b. From the Faculty of Creative and Critical Studies

　　v.　Bachelor of Arts > *add* Management (Minor) *to Contents*

　　vi.　DIHU 407 – New course

　　vii.　ENGL 407 – New course

   c. From the Faculty of Science

      viii.   Bachelor of Science > Minor in Management

      ix.   Bachelor of Science > Program Requirements

      x.   STAT 224 – New course

For the Committee,

Dr. Yves Lucet
Chair, Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: **1**	
Faculty/School: FASS **Dept./Unit:** **Faculty/School Approval Date:** 20210326 (FASS); 20210308 (FCCS) **Effective Session: W2021**	**Date:** 20201209 **Contact Person:** Bernard Momer / Jordan Stouck **Phone:** 7-9606 **Email:** ikbcurriculum.ubco@ubc.ca

Type of Action:
New Program

Rationale:
Given the flexibility provided by the newly redesigned B.A., the Faculty of Arts and Social Sciences and the Faculty of Creative and Critical Studies propose to offer B.A. students the opportunity to declare a minor in Management.

Proposed Academic Calendar Entry:	**Draft Academic Calendar URL:** n/a **Present Academic Calendar Entry:** n/a

Proposed Academic Calendar Entry:

Minor in Management

The Minor in Management is open to all students completing a Bachelor of Arts.[1]

Students may earn a Minor in Management by completing 30 credits as follows:

- **6 credits of core courses: MGMT 100, MGMT 110**
- **6 credits from: MGMT 201, MGMT 202, MGMT 220, MGMT 230, MGMT 250, MGMT 290**
- **18 credits of MGMT courses at the 300- and 400-level[2]**

Students might encounter difficulty fitting the courses for the Minor into their timetable; careful planning is essential, and completion of the Minor program may necessitate an additional term beyond that required to complete the B.A. degree alone.

THE UNIVERSITY OF BRITISH COLUMBIA

[1] **B.A. students who entered the program in 2020/2021 or earlier should consult with Academic Advising.**
[2] **Some upper-level MGMT courses may have prerequisites beyond the required lower-level courses for the minor. Non-MGMT prerequisites courses do not count towards the required upper-level credits.**

THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: **1**	
Faculty/School: FASS/FCCS **Dept./Unit:** **Faculty/School Approval Date:** 20210326 (FASS); 20210308 (FCCS) **Effective Session: W2021**	**Date:** 20201123 **Contact Person:** Bernard Momer/ Jordan Stouck **Phone:** **Email:** ikbcurriculum.ubco@ubc.ca

Type of Action:

New Program

Rationale:

The Faculty of Arts and Social Sciences, jointly with the Faculty of Creative and Critical Studies, would like to offer Bachelor of Arts students an opportunity to declare Management as a minor option as part of their degree.

	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,0
Proposed Academic Calendar Entry:	**Present Academic Calendar Entry:**

<table>
<tr><td>

Bachelor of Arts Programs

Contents

Program Overview →

Admission Requirements →

Academic Regulations →

Degree Requirements for students who entered the program in 2020/2021 or earlier →

Degree Requirements for students entering the program in 2021/2022 or later →

Program Requirements →

Co-operative Education Program →

Anthropology →

Art History and Visual Culture →

Computer Science (B.A.) →

Creative Writing →

Cultural Studies →

Economics (B.A.) →

</td><td>

Bachelor of Arts Programs

Contents

Program Overview →

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Anthropology →

Art History and Visual Culture →

Computer Science (B.A.) →

Creative Writing →

Cultural Studies →

Economics (B.A.) →

</td></tr>
</table>

THE UNIVERSITY OF BRITISH COLUMBIA

English →		English →	
French →		French →	
Gender and Women's Studies →		Gender and Women's Studies →	
General Studies →		General Studies →	
Geography →		Geography →	
History →		History →	
Indigenous Studies →		Indigenous Studies →	
International Relations →		International Relations →	
Latin American Studies →		Latin American Studies →	
Management (Minor)		Mathematics (B.A.) →	
Mathematics (B.A.) →		Medieval and Renaissance Studies (Minor) →	
Medieval and Renaissance Studies (Minor) →		Philosophy →	
Philosophy →		Philosophy, Politics, and Economics (PPE) →	
Philosophy, Politics, and Economics (PPE) →		Political Science →	
Political Science →		Psychology (B.A.) →	
Psychology (B.A.) →		Sociology →	
Sociology →		Spanish →	
Spanish →		Theatre (Minor)	
Theatre (Minor)			

THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: **1**	
Faculty/School: FASS **Dept./Unit:** **Faculty/School Approval Date:** 20210326 (FASS); 20210308 (FCCS) **Effective Session:** W2021	**Date:** 20201209 **Contact Person:** Bernard Momer / Jordan Stouck **Phone:** **Email:** ikbcurriculum.ubco@ubc.ca

Type of Action:
New Program

Rationale:
Taking advantage of the flexibility of the redesigned B.A., the Faculty of Arts and Social Sciences and the Faculty of Creative and Critical studies propose to offer B.A. students the opportunity to declare a minor in Management.

Proposed Academic Calendar Entry:	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1082 **Present Academic Calendar Entry:**
Program Requirements [12413] Registration **[12414]** Students are responsible for meeting all program requirements. Program advisors are available to assist with the appropriate course selection to meet graduation requirements. Before completing their final 30 credits, students are encouraged to have their progress reviewed by a program advisor to ensure that they meet all graduation requirements. **[16159]** Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are permitted to double count a limited number of credits between the two fields of study (see Double Counting of Credits in Honours, Majors, and Minors). *[15716] Honours* **[15715]** The B.A. with Honours provides an intensive program of study in an established discipline or program. Students who	**Program Requirements** [12413] Registration **[12414]** Students are responsible for meeting all program requirements. Program advisors are available to assist with the appropriate course selection to meet graduation requirements. Before completing their final 30 credits, students are encouraged to have their progress reviewed by a program advisor to ensure that they meet all graduation requirements. **[16159]** Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are permitted to double count a limited number of credits between the two fields of study (see Double Counting of Credits in Honours, Majors, and Minors). *[15716] Honours* **[15715]** The B.A. with Honours provides an intensive program of study in an established discipline or program. Students who

THE UNIVERSITY OF BRITISH COLUMBIA

complete this program will learn to work independently with a high standard of competency in their chosen field. Honours programs require students to acquire sophisticated analytic and communication skills. May require completion of an honours thesis. Requires a minimum grade average as specified by the program.

[12415] Major

[12416] Students can earn a major by completing a defined set of disciplinary or interdisciplinary courses consisting of at least 48 credits**. Of these credits**, 30 **must be** at the 300/400 level **and at least 18 completed at UBC**. **S**tudent**s** must also complete at least 18 credits at the 300/400 level outside of a single discipline**.** A student may earn a double major by completing all program requirements for each major.

[12417] Major with an Arts Minor

[12418] In conjunction with a major, a student can earn a minor, consisting of at least 30 defined credits with at least 18 credits at the 300/400 level. These 30 credits must be in a discipline or program different from the student's major. The student must also complete all requirements for the major. Please see the specific minor requirements listed under the various disciplines.

[15673] Major with a Fine Arts Minor

[15674] B.A. students may earn a Minor in Visual Arts. Note: due to the number of credits required **to complete this program,** adding **it** to a degree may result in more than four years **of study**.

Major with a Management Minor
B.A. students entering the program in 2021/2022 or later, may earn a Minor in Management[1]. To complete a minor in Management, students must complete at least 30 credits in Management courses. At least 18 of these 30 credits must be in courses numbered 300 or above. There are specific courses at both first and second year that are also required.

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complete this program will learn to work independently with a high standard of competency in their chosen field. Honours programs require students to acquire sophisticated analytic and communication skills. May require completion of an honours thesis. Requires a minimum grade average as specified by the program.

[12415] Major

[12416] Students can earn a major by completing a defined set of disciplinary or interdisciplinary courses, consisting of at least 48 credits ~~with at least~~ 30 ~~credits~~ at the 300/400 level. ~~The s~~tudent must also complete at least 18 credits at the 300/400 level outside of a single discipline, ~~and must complete at least 18 of the 30 credits in their major at the 300/400 level at UBC.~~ A student may earn a double major by completing all program requirements for each major.

[12417] Major with an Arts Minor

[12418] In conjunction with a major, a student can earn a minor, consisting of at least 30 defined credits with at least 18 credits at the 300/400 level. These 30 credits must be in a discipline or program different from the student's major. The student must also complete all requirements for the major. Please see the specific minor requirements listed under the various disciplines.

[15673] Major with a Fine Arts Minor

[15674] B.A. students may earn a Minor in Visual Arts. Note: due to the number of credits required, adding ~~this program~~ to a degree ~~of study~~ may result in ~~it requiring~~ more than four years ~~to complete~~.

Commented [WL1]: Insert link to BA minor MGMT program page

THE UNIVERSITY OF BRITISH COLUMBIA

[1] B.A. students who entered the program in 2020/2021 or earlier should consult with Academic Advising.

[12419] Major with a Science Minor

[12420] B.A. students can complete minors in the following Science disciplines: Biology, Chemistry, Computer Science, Data Science[1], Earth and Environmental Sciences, Geospatial Information Science[2], Mathematics, Mathematics and Statistics, Physics, and Statistics. To complete a Science minor, students must include no fewer than 30 credits in a Science discipline. At least 12 of these credits must be numbered 300 or above.

[17928] [1]The requirements for the BA minor in Data Science are the same as for the BSc minor in Data Science, which may require students to complete more than the minimum 12 credits of courses numbered 300 or above.

[2]The requirements for the BA minor in Geospatial Information Science are the same as for the BSc minor in Geospatial Information Science, which requires students to complete more than the minimum 12 credits of courses numbered 300 or above.

[14375] Double Major in Arts

[14376] A student may earn a double major by completing all program requirements for each major. Completing a double major in the Arts will likely require more than 120 credits. Note: the two majors must be from different disciplines. It is not possible to double major in two sub-areas of one discipline.

[14377] Double Major in Arts and Sciences

[14378] A student may earn a double major by completing all program requirements for the B.A. degree with a major, plus completing the requirements for a major offered in Sciences. **Note:** the two majors must be from two different disciplines. Completing a double major in Arts and Sciences will likely require more than 120 credits.

[15936] Combined Major in Arts

[15937] A student may earn a combined major by completing the requirements specified by the programs offering that

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combined major option. Combined major students must also complete at least 48 credits at the 300/400 level.

[16157] Double Counting of Credits in Honours, Majors, and Minors

[16446] Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are permitted to double count a limited number of credits between the two fields of study. No more than 6 upper-level credits that count toward the program-specified requirements for the first major or honours may be double counted to fulfill requirements for the second honours, major, or minor. Thus, in order to graduate, double major students must have at least 54 program-specified upper-level credit requirements, and major/honours and minor students must have at least 48 upper-level credits; this number of credits cannot be arrived at by double counting. Students should be aware that by double counting they could substantially weaken the intellectual content of one of their fields of study.

[16157] Double Counting of Credits in Honours, Majors, and Minors

[16446] Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are permitted to double count a limited number of credits between the two fields of study. No more than 6 upper-level credits that count toward the program-specified requirements for the first major or honours may be double counted to fulfill requirements for the second honours, major, or minor. Thus, in order to graduate, double major students must have at least 54 program-specified upper-level credit requirements, and major/honours and minor students must have at least 48 upper-level credits; this number of credits cannot be arrived at by double counting. Students should be aware that by double counting they could substantially weaken the intellectual content of one of their fields of study.

Management Minor

November 5, 2020
Last discussed at Faculty Council, June 2019

Discussion of the management minor has been mostly quiet for the past 16 months. One reason for that silent period is that technically any management minor needs to be spurred on by another Faculty that is interested in offering a MGMT minor to their students. 16 months ago, Irving K. Barber School of Arts and Sciences (IKBAS) was interested but their energy was diverted to managing the Faculty of Science (FOS) / Faculty of Arts and Social Sciences (FASS) separation. Faculty of Health and Social Development (FHSD) was also interested as part of their redesign of the HKIN program but it became clear that they would not have space in their degree for a minor and were more interested in smaller "certificates". Without another Faculty ready to pursue a MGMT minor, the UGWG put their time and energy into many of the calendar changes, particularly the course-level prerequisite requirements, that were approved in 2019/2020.

We have recently restarted the discussions with FASS and FOS and both Faculties are keen now to offer a MGMT minor to their students. Therefore, we are bringing this back to Faculty Council for discussion.

To be clear, ultimately the other Faculties will be the ones that approach Senate to offer a MGMT minor. We will certainly be involved in the consultation process and could disagree with any proposal put forward by another Faculty. The ideal process would be for the Faculty of Management to approve, in principle, a MGMT minor template that other Faculties could use. The other Faculties would still need to complete the full Senate proposal, but there would be no unusual or unexpected proposals.

UBC has a fairly standard and common minor model that is widely accepted and used, although there are a handful of exceptions across both campuses. One example of an exception is APSC students who complete a MGMT minor. This is currently the only group of students able to complete a MGMT minor. The Applied Science APSC-MGMT minor requires MGMT 100 + 18 credits of 400-level MGMT courses.

The standard minor model requires 30 credits (10 courses), 12 lower-level credits and 18 upper-level credits. Since early 2019, any model the UGWG has discussed at Faculty Council has required 30 credits.

If we applied the standard 30-credit model to a MGMT minor, it could look like this:

Lower level (12 credits, 4 courses)	Required courses	MGMT 100 and MGMT 110
	Elective lower level (choose at least two of six courses). Course-level prerequisites are required to be completed.	Two of MGMT[1] 201, 202, 220, 230, 250, 290
Upper level (18 credits, 6 courses)	Elective-upper level (choose at least 6 courses). Course-level prerequisites are required to be completed.	Any MGMT 300-level (MGMT 300, 304, 310, 355, 360, 380) Any MGMT 400-level

MGMT minor students may be looking to complete a broad selection of courses without a depth focus, or they may be looking to focus in one particular area. That flexibility is inherent in the standard 30-credit minor model including minors available to our BMGT students in CULT, COSC, ECON, PSYO, and SOCI.

If a MGMT minor student did choose to focus in one area, the examples below indicate possible course selections and also identify required course prerequisites. This is important for us to be aware of since students completing a minor generally have very few elective credits they could use to complete a prerequisite outside their major and minor requirements. The table below indicates that many or all of our focus areas could be accessible for a MGMT minor student.

Example course selection for MGMT minors

	Accounting focus	Finance focus	HR/OB focus	Entrepreneurship focus	Marketing focus
12 credits of lower level	MGMT 100	MGMT 100	MGMT 100	MGMT 100	MGMT 100
	MGMT 110	MGMT 110	MGMT 110	MGMT 110	MGMT 110
	MGMT 201	MGMT 201	MGMT 230	MGMT 250	MGMT 220
	MGMT 202	MGMT 202	MGMT 220	MGMT 290	MGMT 230
18 credits of upper level	MGMT 310	MGMT 310	MGMT 410	MGMT 360	MGMT 441
	MGMT 300	MGMT 435	MGMT 411	MGMT 425	MGMT 442
	MGMT 304	MGMT 436	MGMT 412	MGMT 443	MGMT 443

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[1] MGMT 240 is excluded from this list since most programs already require their students to complete one or more communications-type courses

MGMT 401	MGMT 437	MGMT 480	MGMT 480	MGMT 480
MGMT 402	MGMT 438	MGMT 414	MGMT 481	MGMT 444
MGMT 437	MGMT 401	MGMT 422	MGMT 482	MGMT 410
Courses above also require these prerequisites				
MATH 100/116	MATH 100/116	PSYO 111	ENGL (3)	PSYO 111
		ENGL (3)	ECON 101	ENGL (3)
		STAT (3)		ECON 101
				STAT (3)

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Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FASS & FCCS **Dept./Unit:** Dean's Offices **Faculty/School Approval Date:** 20210409 **Effective Session:** 2021W	**Date:** 20201021 **Contact Person:** Bernard Momer (FASS), Jordan Stouck (FCCS) **Phone:** 250.807.9406 **Email:** ikbcurriculum.ubco@ubc.ca

Type of Action:
Adding courses to the Foundational and Distribution BA categories for students entering the Bachelor of Arts Program in 2021 or later.

Rationale:
The revised and approved Bachelor of Arts degree structure will require courses for each of the requirements (Foundational and Distributional) to be included in each category.

These courses have been approved by the BA Implementation Committee, comprised of members from both FASS and FCCS.

	http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1480
Proposed Academic Calendar Entry:	**Proposed Academic Calendar Entry:**
Degree Requirements for students entering the program in 2021/2022 or later	**Degree Requirements for students entering the program in 2021/2022 or later**
[19722] To earn a Bachelor of Arts degree, students must complete a minimum of 120 credits of which at least 48 credits must be at the 300/400 level. Of those 48 credits, at least 30 credits must be completed at UBC. All baccalaureate courses delivered by the Faculty of Arts and Social Sciences and the Faculty of Creative and Critical Studies are deemed for this purpose to be Arts courses.	**[19722]** To earn a Bachelor of Arts degree, students must complete a minimum of 120 credits of which at least 48 credits must be at the 300/400 level. Of those 48 credits, at least 30 credits must be completed at UBC. All baccalaureate courses delivered by the Faculty of Arts and Social Sciences and the Faculty of Creative and Critical Studies are deemed for this purpose to be Arts courses.
[19723] Students in the Bachelor of Arts degree program must complete the following requirements:	**[19723]** Students in the Bachelor of Arts degree program must complete the following requirements:
[19724] 1. Foundational Requirement (21 credits): *See below for the list of approved foundational requirement courses.* **[19725]** • Communication (12 credits)	**[19724]** 1. Foundational Requirement (21 credits): *See below for the list of approved foundational requirement courses.* **[19725]** • Communication (12 credits)

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- Critical Thinking (3 credits)
- Indigenous Content (3 credits)
- Scientific Literacy or Numeracy (3 credits)

[19726] Note that courses used to satisfy the foundational courses requirement may also be used to satisfy a program requirement, but a course may not be used to satisfy both the foundational requirement and the distribution requirement.

[19727] 2. Distribution Requirement (12 credits): *See below for the list of approved distribution requirement courses.*
    [19728]

- Creativity (3 credits)
- Digital Literacy (3 credits)
- Power, Diversity, and Cultures (3 credits)
- Sustainability (3 credits)

[19729] Courses taken to satisfy this requirement must be in at least two different disciplines. Courses that satisfy program requirements can also satisfy distribution requirements.

[19730] 3. Program Requirement (min. 48 credits): *See major program pages for the list of required courses.*
    [19731]

- Courses required to complete a B.A major.
- In addition, a student may choose to complete a minor, double major, combined major, or honours program. See Program Requirements for details.

[19732] 4. Elective Requirement (credit count varies):
    [19733]

- Remaining credits to complete the B.A. degree requirements are dependent on the Program Requirement.
- Students can fulfill the Elective Requirement by successfully completing any credit course at UBC that has not been used to satisfy a foundational, distribution or program requirement.
- A minimum of 12 credits of elective courses must be at the 300/400 level.

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[19734] A minimum graduating grade average (GGA) of 60% is required to be eligible for graduation with the B.A. degree.

[19735] Foundational Requirement

[19736] The Foundational Requirement provides the essential skills and knowledge that every student requires to progress successfully across the curriculum. Together, the four areas within this requirement serve to build the competencies that graduates require to become lifelong learners and engaged citizens.

[19737] Communication

[19738] Writing proficiency and other communication skills are fundamental to an undergraduate education. This requirement provides students with an opportunity to acquire and develop these skills, which are not only valuable in an academic context but will also assist students in their career paths. The study of additional languages helps to develop competence in structured thought and logic, problem solving, and critical thinking as well as promote a sense of global citizenship by increasing intercultural understanding and competence.

Students must complete:
[19739]

- 3 credits from any of the following:
ENGL 109, 112, 114, 150, 151, 153**, 154, 155[2], 156 DIHU 155[2]**

- 3 credits from any of the following:
CORH 203, 204, 205**, 206, 216, 321, 331 CULT 230[2]**
ENGL 203, **212, 213, 222, 224[2], 226, 231, 233, 234, 270, 294B, 297 DIHU 220**

- 6 credits of language acquisition or language/linguistic appreciation requirement from any of the following:
ANTH 170, 270, **277,** 370, 377
CHIN 100, 101

[19734] A minimum graduating grade average (GGA) of 60% is required to be eligible for graduation with the B.A. degree.

[19735] Foundational Requirement

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Students must complete:
[19739]

- 3 credits of ENGL 109, 112, 114, ~~or~~ 150, 151, 153
- 3 credits of ENGL 203, CORH 203, 204, 205 ~~or similar approved communications courses.~~
- 6 credits of language acquisition or language/linguistic appreciation requirement from any of the following:
  - ANTH 170, 270, 370, 377
  - CHIN 100, 101
  - FREN 101, 102, 103, 104, 122, 123, 215, 222, 344, 345
  - GERM 100, 110, 200, 210
  - JPST 100, 101, 200, 201
  - KORN 100, 101
  - SPAN 101, 102, 201, 202

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FREN 101, 102, 103, 104, 122, 123, 215, 222, 344, 345
 	
 GERM 100, 110, 200, 210
 	
 JPST 100, 101, 200, 201
 	
 KORN 100, 101
 	
 SPAN 101, 102, 201, 202
 	
 WRLD **150,** 151, 152, 153, 154, 155, **156, 157, 158,** 382
 	
 [19740]
 	
    • Some students may satisfy the language acquisition or language/linguistic appreciation requirement by successfully completing both Nsyilxcen I and II (NSYL 110 and NSYL 111) (Okanagan Language), offered through the Nicola Valley Institute of Technology at the En'owkin Centre or the UBC Okanagan campus or by completing the equivalent of 6 credits of any other Indigenous language through an accredited educational institution.
 	
    • Students who are fluent in and can demonstrate competency through examination in another language may use additional English or communication courses to satisfy the language
	• WRLD 151, 152, 153, 154, 155, 382
	
	 [19740]
	
	    • Some students may satisfy the language acquisition or language/linguistic appreciation requirement by successfully completing both Nsyilxcen I and II (NSYL 110 and NSYL 111) (Okanagan Language), offered through the Nicola Valley Institute of Technology at the En'owkin Centre or the UBC Okanagan campus or by completing the equivalent of 6 credits of any other Indigenous language through an accredited educational institution.
	
	    • Students who are fluent in and can demonstrate competency through examination in another language may use additional English or communication courses to

UBC's Okanagan campus – Curriculum Proposal Form　　　　　　　　　Version: August, 2015

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acquisition or language/linguistic appreciation requirement upon approval from the Faculty of Creative and Critical Studies.

- Students whose first language is not English may use additional English or communication courses to satisfy the language acquisition or language/linguistic appreciation requirement upon presentation of an official transcript indicating completion of secondary school in their first language.

- American Sign Language: all four levels of the American Sign Language Basic Certificate offered through an accredited institution will be deemed to have satisfied the language acquisition or language/linguistic appreciation requirement. Note: these courses cannot be used as credit towards the B.A. degree.

- **Students cannot take language acquisition courses (CHIN, FREN,**

satisfy the language acquisition or language/linguistic appreciation requirement upon approval from the Faculty of Creative and Critical Studies.

- Students whose first language is not English may use additional English or communication courses to satisfy the language acquisition or language/linguistic appreciation requirement upon presentation of an official transcript indicating completion of secondary school in their first language.

- American Sign Language: all four levels of the American Sign Language Basic Certificate offered through an accredited institution will be deemed to have satisfied the language acquisition or language/linguistic appreciation requirement. Note: these courses cannot be used as credit towards the B.A. degree.

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GERM, JPST, KORN, SPAN) out of sequence and should consult an advisor to ensure that they are enrolling in a level-appropriate language acquisition course.

[19741] Critical Thinking

[19742] Critical thinking is the ability to engage in reflective and independent thinking; it is at the root of a democratic society. This requirement provides students with the skills they need to separate facts from opinions, to examine issues from all sides, and to think independently. Critical thinking is essential to make connections across disciplines and understand content on a deeper level. It therefore enhances overall academic performance.

[19743] Students must complete 3 credits chosen from:

[19744]

CULT 100, 101, 215

PHIL 120, 121

PSYO 270

[19745] Indigenous Content

[19746] In its commitment to think beyond the inherited thought processes replicating colonial assumptions of past practices and honour the knowledge, political, and social systems of Indigenous communities, UBC Okanagan requires that students develop a competence in understanding Indigenous ways of knowing.

[19747] Students must complete 3 credits chosen from:

[19748]

INDG 100

ENGL 114

[19741] Critical Thinking

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PHIL 120, 121

PSYO 270

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[19747] Students must complete 3 credits chosen from:

[19748]

INDG 100

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[19749] Scientific Literacy or Numeracy

[19750] Along with the Critical Thinking requirement, the Scientific Literacy or Numeracy requirement ensures graduates develop a habit of mind that enables them to think critically and independently while providing them with the mathematical or scientific concepts needed to navigate their workplace and life in general.

[19751] Students must complete 3 credits chosen from:

[19752]

All 1st-year BIOL, CHEM, PHYS, or MATH[1]

DATA 101, 301[2]

COSC 301[2]

EESC 101, 104, 106, 111, 121

GEOG 108, 109

PSYO 271

SOCI 271

STAT 121, 124

[19753] Distribution Requirement

[19754] Distribution requirement courses fulfill the need to graduate students who are well-rounded, informed, and engaged citizens. This requirement exposes students to different ways of thinking and experiences in areas outside their specialization. Courses in this requirement are accessible to students who have not acquired the specialized knowledge typically possessed by students majoring in a discipline.

[19755] In addition to the specific learning outcomes identified in the distribution areas, any course satisfying the Distribution Requirement should substantially fulfill at least one of the following conditions:

[19756]

1. Demonstrates the ways in which the discipline understands, obtains, and categorizes its knowledge, along with defining the problems addressed by the discipline and the methods by which it solves or answers those problems;

[19749] Scientific Literacy or Numeracy

[19750] Along with the Critical Thinking requirement, the Scientific Literacy or Numeracy requirement ensures graduates develop a habit of mind that enables them to think critically and independently while providing them with the mathematical or scientific concepts needed to navigate their workplace and life in general.

[19751] Students must complete 3 credits chosen from:

[19752]

All 1st-year BIOL, CHEM, PHYS, or MATH[1]

DATA 101, 301[2]

COSC 301[2]

EESC 101, 104, 106, 111, 121

GEOG 108, 109

PSYO 271

SOCI 271

STAT 121, 124

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[19755] In addition to the specific learning outcomes identified in the distribution areas, any course satisfying the Distribution Requirement should substantially fulfill at least one of the following conditions:

[19756]

4. Demonstrates the ways in which the discipline understands, obtains, and categorizes its knowledge, along with defining the problems addressed by the

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2. Surveys the historical development of the discipline and the shape of its current practices; or,

3. Surveys the central ideas, theories, and debates central to the discipline.

[19757] Creativity

[19758] Learning to think creatively requires many different skills, such as the ability to see objects and ideas in new ways. This requirement aims to develop the capacity to combine or synthesize existing ideas, images, or expertise in original ways and to experience thinking, reacting, and working in an imaginative way, characterized by a high-degree of innovation, divergent thinking, and risk-taking. Creativity is not only essential for the innovation process, but it is also an observable and valuable component of the social and economic enterprise that becomes a force of great value when it is applied to causes that benefit humankind and the world at large.

[19759] Students must complete 3 credits chosen from:

[19760]

COSC 123

CRWR 150, 160, 205, 210**, 219, 310, 472**

FILM 103[2]

PSYO 317

THTR 101, 102, 103[2], 104, 201, 202, 212, 280, 313[2], 412

VISA 102, 104, 106, 110, 137, 290A

WRLD 313[2]

[19761] Digital Literacy

[19762] Digital literacy includes the broader capacity to participate in, and reflect upon, the use of digital communication technology in various spheres (education, work, leisure, etc.). The fulfillment of this requirement will enable students to build meaningful knowledge through the interaction with digital resources and understand human, as well as, cultural and societal issues related to the use of technology.

discipline and the methods by which it solves or answers those problems;

5. Surveys the historical development of the discipline and the shape of its current practices; or,

6. Surveys the central ideas, theories, and debates central to the discipline.

[19757] Creativity

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[19759] Students must complete 3 credits chosen from:

[19760]

COSC 123

CRWR 150, 160, 205, 210

FILM 103[2]

PSYO 317

THTR 101, 102, 103[2], 104, 201, 202, 212, 280, 313[2], 412

VISA 102, 104, 106, 110, 137, 290A

WRLD 313[2]

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[19762] Digital literacy includes the broader capacity to participate in, and reflect upon, the use of digital communication technology in various spheres (education, work, leisure, etc.). The fulfillment of this requirement will enable students to build meaningful knowledge through the interaction with digital resources and understand human, as

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[19763] Students must complete 3 credits chosen from:

[19764]

ARTH 370[2], 375[2]

COSC 122

CULT 316[2], 317[2]

DIHU **155[2], 220, 301[2], 302[2],** 370[2], 375[2]

ENGL 155[2], 220[2], 305[2], 306[2]

FILM 100, 103[2], 303[2], 371[2]

MDST 110, 120, 210, 220

SOCI 492

THTR 303[2]

VISA 106

WRLD 370[2], 375[2]

[19765] Power, Diversity, and Cultures

[19766] The notions of equality, universal respect, and justice are the basis of the Universal Declaration of Human Rights. To fulfill UBC's commitment of advancing the inclusion of all those who have been excluded historically based on gender, race, religion, sexuality, age, physical ability, or economic circumstances, these notions are at the root of this requirement. The Power, Diversity, and Cultures requirement will ensure that students can reflect upon their experiences to rethink what is normal or acceptable about the lives they live, as well as providing an opportunity for them to question their unexamined assumptions about society.

[19767] Students must complete 3 credits chosen from:

[19768]
ANTH **100,** 218
ARTH 309[2], 370[2], 375[2]
CULT **100,** 101[2], **215,** 230[2], 340[2], 346[2], 380[2], 480[2]
DIHU 370[2], 375[2]
ENGL 224[2], 379[2], 384[2]
GEOG 255
GWST 100, 110, 215
HIST 317
POLI 100

well as, cultural and societal issues related to the use of technology.

[19763] Students must complete 3 credits chosen from:

[19764]

ARTH 370[2], 375[2]

COSC 122

CULT 316[2], 317[2]

DIHU 370[2], 375[2]

FILM 100, 103[2], 303[2], 371[2]

MDST 110, 120, 210, 220

SOCI 492

THTR 303[2]

VISA 106

WRLD 370[2], 375[2]

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[19767] Students must complete 3 credits chosen from:

[19768]
ANTH 218
ARTH 309[2], 370[2], 375[2]
CULT 101[2], 230[2], 340[2], 346[2], 380[2], 480[2]
DIHU 370[2], 375[2]
ENGL 224[2], 379[2], 384[2]
GEOG 255
GWST 100, 110, 215

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SOCI 121, 429

THTR 304[2], 309[2], 411[2]

WRLD 100, 304[2], 310, 360, 370[2], 375[2] 382

[19769] Sustainability

[19770] This requirement will provide students with the knowledge needed to explore the complexities of sustainability and empower them to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society for present and future generations while respecting social and cultural diversity. Sustainability education is holistic and transformational.

[19771] Students must complete 3 credits chosen from:

[19772]
EESC 101

GEOG 129, 201

SOCI 228

SUST 100

[19773] [1]Excluding MATH 125, 126, and 160.

[19774] [2]Check cross-listings.

[19775] Progression Requirements

[19776]

First Year	0–23 credits
Second Year	24–47 credits
Third Year	48–77 credits
Fourth Year	78 or more credits

HIST 317

POLI 100

SOCI 121, 429

THTR 304[2], 309[2], 411[2]

WRLD 100, 304[2], 310, 360, 370[2], 375[2] 382

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[19771] Students must complete 3 credits chosen from:

[19772]
EESC 101

SOCI 228

SUST 100

[19773] [1]Excluding MATH 125, 126, and 160.

[19774] [2]Check cross-listings.

[19775] Progression Requirements

[19776]

First Year	0–23 credits
Second Year	24–47 credits
Third Year	48–77 credits
Fourth Year	78 or more credits

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Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Arts and Social Sciences **Dept./Unit:** CCGS/GWST **Faculty/School Approval Date:** 20210323 **Effective Session:** 2021W	**Date:** 20210316 **Contact Person:** Dr. Melissa Jacques **Phone:** 250.807.9573 **Email:** melissa.jacques@ubc.ca
Type of Action: New Course	

Rationale: Developed by a new member of GWST with over 20 years' experience teaching writing (composition and rhetoric/communication/creative nonfiction), this intermediate-level communication course will fill a current gap in the course offerings in Gender and Women's Studies. Building on the writing skills developed in required first-year courses in ENGL, GWST 240 will give students the opportunity to develop *discipline-specific* communication skills in a variety of genre and media, both academic and popular. It will also serve students wanting to fulfill three credits of the 12-credit communication requirement in UBCO's new Bachelor of Arts degree.

	Draft Academic Calendar URL: **http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=GWST**
Proposed Academic Calendar Entry: **GWST 240 (3) Communication in Gender and Women's Studies** **Practice-based writing course designed to further develop communication skills in genres and media integral to Gender and Women's Studies. Attentive to the dynamic relationship between knowledge and power, the course will focus on analysis and communication in written, visual, oral, mixed media, and digital modes. [3-0-0]** *Prerequisite:* **One of ENGL 109, ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153, ENGL 154, ENGL 155, ENGL 156.**	**Present Academic Calendar Entry:** None

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Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: **1**	
Faculty/School: FCCS / FASS **Dept./Unit:** Dean's Office **Faculty/School Approval Date:** FCCS- 20210308 **Effective Session:** W2021	**Date:** 20210305 **Contact Person:** Jordan Stouck, Bernard Momer **Phone:** **Email:** Jordan.stouck@ubc.ca ikbcurriculum.ubco@ubc.ca;

Type of Action:

Add New Program to FCCS BA Programs Contents page

Rationale:

The Faculty of Arts and Social Sciences, jointly with the Faculty of Creative and Critical Studies, would like to offer Bachelor of Arts students an opportunity to declare Management as a minor option as part of their degree. FASS is submitting the full proposal.

	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,902,0
Proposed Academic Calendar Entry:	**Present Academic Calendar Entry:**

Bachelor of Arts Programs	Bachelor of Arts Programs
Contents	Contents
Program Overview →	Program Overview →
Admission Requirements →	Admission Requirements →
Academic Regulations →	Academic Regulations →
Degree Requirements for students who entered the program in 2020/2021 or earlier →	Degree Requirements for students who entered the program in 2020/2021 or earlier →
Degree Requirements for students entering the program in 2021/2022 or later →	Degree Requirements for students entering the program in 2021/2022 or later →
Program Requirements →	Program Requirements →
Co-operative Education Program →	Co-operative Education Program →
Anthropology →	Anthropology →
Art History and Visual Culture →	Art History and Visual Culture →
Computer Science (B.A.) →	Computer Science (B.A.) →
Creative Writing →	Creative Writing →
Cultural Studies →	Cultural Studies →
Economics (B.A.) →	Economics (B.A.) →

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English →	English →
French →	French →
Gender and Women's Studies →	Gender and Women's Studies →
General Studies →	General Studies →
Geography →	Geography →
History →	History →
Indigenous Studies →	Indigenous Studies →
International Relations →	International Relations →
Latin American Studies →	Latin American Studies →
Management (Minor)	Mathematics (B.A.) →
Mathematics (B.A.) →	Medieval and Renaissance Studies (Minor) →
Medieval and Renaissance Studies (Minor) →	Philosophy →
Philosophy →	Philosophy, Politics, and Economics (PPE) →
Philosophy, Politics, and Economics (PPE) →	Political Science →
Political Science →	Psychology (B.A.) →
Psychology (B.A.) →	Sociology →
Sociology →	Spanish →
Spanish →	Theatre (Minor)
Theatre (Minor)	

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Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Creative & Critical Studies **Dept./Unit:** English and Cultural Studies **Faculty/School Approval Date:** 2021-03-08 **Effective Session:** 2021W	**Date:** 20210218 **Contact Person:** Dr. Emily Murphy **Phone:** 250.807. 8073 **Email:** emily.murphy@ubc.ca

Type of Action: New Course

Rationale:

DIHU 407 / ENGL 407 places reading as a social, cultural, and literary practice in a contemporary context. As DIHU 407 this course will support the growing offerings in digital arts, digital humanities, and media studies across the Faculty, directly contributing to upper-year program requirements in the Bachelor of Media Studies; it will also provide possible options for graduate student enrollment in the IGS Digital Arts and Humanities theme and the English MA. As ENGL 407 it will provide additional upper-year digital humanities options for students in the English Honours, Major, and Minor. To date, this course is the only 400-level offering in DIHU that may serve humanities-oriented students in the BMS and DH-oriented students in ENGL after the third-year level. I will be seeking BAIC approval for this course as a Digital Literacy distribution requirement.

While prerequisites for 400-level ENGL classes usually require 3 credits of 300-level ENGL, this class sets the pre-requisites at "One of ENGL 109, ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153, ENGL 154, ENGL 155, ENGL 156, FILM 100, CULT 100 and third-year standing." In order to serve a particular student cohort (BMS), this non-standard prerequisite follows the precedent set by ENGL430.

In order to support this course, I will be working with the UBC Library to help prepare and host a manageable, pre-created dataset of networked user reviews for students to analyze using simple computational tools.

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Proposed Academic Calendar Entry:	Draft Academic Calendar URL: N/A
DIHU 407 (3) Media and Contemporary Readers **Trends in reading over the 20th and 21st centuries, focusing on reading communities and constructions of the reader as an identity category in face-to-face and online clubs, groups, and social networks. Includes literary and non-literary texts, images, platforms, and data. No Digital Humanities or computing experience required. Credit will be granted for only one of DIHU 407 or ENGL 407. Prerequisites: One of ENGL 109, ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153, ENGL 154, ENGL 155, ENGL 156, FILM 100, CULT 100, and third-year standing.** **Equivalent: ENGL 407** **ENGL 407 (3) Media and Contemporary Readers** **Trends in reading over the 20th and 21st centuries, focusing on reading communities and constructions of the reader as an identity category in face-to-face and online clubs, groups, and social networks. Includes literary and non-literary texts, images, platforms, and data. No Digital Humanities or computing experience required. Credit will be granted for only one of ENGL 407 or DIHU 407. Prerequisites: One of ENGL 109, ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153, ENGL 154, ENGL 155, ENGL 156, FILM 100, CULT 100, and third-year standing.** **Equivalent: DIHU 407**	**Present Academic Calendar Entry:** none

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Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: **1**	
Faculty/School: FoS **Dept./Unit:** **Faculty/School Approval Date:** 20210326 **Effective Session:** W2021	**Date:** 20201123 **Contact Person:** Bernard Momer **Phone:** **Email:** ikbcurriculum.ubco@ubc.ca

Type of Action:

New Program

Rationale:

The Faculty of Science would like to offer Bachelor of Science students an opportunity to declare Management as a minor option as part of their BSc degree.

Proposed Academic Calendar Entry:	**Draft Academic Calendar URL:** n/a **Present Academic Calendar Entry:** n/a
Minor in Management **The Minor in Management is open to all students completing a Bachelor of Science.** **Students may earn a Minor in Management by completing 30 credits as follows:** • **6 credits of core courses: MGMT 100, MGMT 110** • **6 credits from: MGMT 201, MGMT 202, MGMT 220, MGMT 230, MGMT 250, MGMT 290** • **18 credits of MGMT courses at the 300- and 400-level[1]** **Students might encounter difficulty fitting the courses for the Minor into their timetable; careful planning is essential, and completion of the Minor program may necessitate an additional term beyond that required to complete the B.Sc. degree alone.**	

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[1] Some upper-level MGMT courses may have prerequisites beyond the required lower-level courses for the minor. Non-MGMT prerequisites courses do not count towards the required upper-level credits	

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Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FoS	**Date:** 20201123
Dept./Unit:	**Contact Person:** Bernard Momer
Faculty/School Approval Date: 20210326	**Phone:**
Effective Session: W2021	**Email:** ikbcurriculum.ubco@ubc.ca

Type of Action:
New Program

Rationale:
The Faculty of Science would like to offer Bachelor of Science students an opportunity to declare Management as a minor option as part of their BSc degree.

Proposed Academic Calendar Entry:	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,0 **Present Academic Calendar Entry:**
## Bachelor of Science Programs	## Bachelor of Science Programs
### Contents	### Contents
Program Overview →	Program Overview →
Admission Requirements →	Admission Requirements →
Academic Regulations →	Academic Regulations →
Degree Requirements for students who entered the program in 2019/2020 or earlier →	Degree Requirements for students who entered the program in 2019/2020 or earlier →
Degree Requirements for students entering the program in 2020/2021 or later →	Degree Requirements for students entering the program in 2020/2021 or later →
Program Requirements →	Program Requirements →
Co-operative Education Program →	Co-operative Education Program →
Biochemistry and Molecular Biology →	Biochemistry and Molecular Biology →
Biology →	Biology →
Chemistry →	Chemistry →
Computer Science (B.Sc.) →	Computer Science (B.Sc.) →
Data Science →	Data Science →
Earth and Environmental Sciences →	Earth and Environmental Sciences →
Ecology and Evolutionary Biology →	Ecology and Evolutionary Biology →
Economics (B.Sc.) →	Economics (B.Sc.) →

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Environmental Chemistry	→	Environmental Chemistry	→
Freshwater Science	→	Freshwater Science	→
General Studies	→	General Studies	→
Geospatial Information Science Minor	→	Geospatial Information Science Minor	→
Management Minor		Mathematical Sciences	→
Mathematical Sciences	→	Mathematics (B.Sc.)	→
Mathematics (B.Sc.)	→	Microbiology	→
Microbiology	→	Physics and Astronomy	→
Physics and Astronomy	→	Psychology (B.Sc.)	→
Psychology (B.Sc.)	→	Statistics	→
Statistics	→	Zoology	
Zoology			

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Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FoS	**Date:** 20201123
Dept./Unit:	**Contact Person:** Bernard Momer
Faculty/School Approval Date: 20210326	**Phone:**
Effective Session: W2021	**Email:** ikbcurriculum.ubco@ubc.ca

Type of Action:
New Program

Rationale:
The Faculty of Science would like to offer Bachelor of Science students an opportunity to declare Management as a minor option as part of their BSc degree.

[note: this proposal does not reflect the proposed changes to the Double Major in Arts and Sciences language on the same page.]

	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1442
Proposed Academic Calendar Entry:	**Present Academic Calendar Entry:**

Program Requirements
[19009] Registration

[19010] Students are responsible for meeting all program requirements. Program advisors are available to assist with the appropriate course selection to meet graduation requirements. Before completing their final 30 credits, students are encouraged to have their progress reviewed by a program advisor to ensure that they meet all graduation requirements.
[19011] Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are permitted to double count a limited number of credits between the two fields of study (see Double Counting of Credits in Honours, Majors, and Minors).

Program Requirements
[19009] Registration

[19010] Students are responsible for meeting all program requirements. Program advisors are available to assist with the appropriate course selection to meet graduation requirements. Before completing their final 30 credits, students are encouraged to have their progress reviewed by a program advisor to ensure that they meet all graduation requirements.
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[19012] Honours

[19013] The B.Sc. with Honours provides an intensive program of study in an established discipline or program. Students who complete this program will learn to work independently with a high standard of competency in their chosen field. Honours programs require students to acquire sophisticated analytic and communication skills. May require completion of an honours thesis. Requires a minimum grade average as specified by the program.

[19014] Major

[19015] Please refer to the individual major program description for course and credit requirements.

[19016] Major with a Science Minor

[19017] In addition to a major, a student may receive a minor in either another Science discipline or in an interdisciplinary Science area (such as the Data Science Minor or the GIS Minor) by earning at least 30 credits, of which at least 18 must be at the 300 or 400 level. These 30 credits must be in a discipline different from the student's major. Please refer to the individual major program description for the requirements for a minor. The student must also complete all requirements for the major.

[19018] See Minor in Data Science for B.Sc. majors for program details.

[19019] See Minor in Geospatial Information Science for B.Sc. majors for program details.

[19020] Major with an Arts Minor

[19021] B.Sc. students may earn a minor in the following Arts disciplines: Anthropology, Art History and Visual Culture, Creative Writing, Cultural Studies, Economics, English, French, Gender and Women's Studies, Geography, History, Indigenous Studies, Latin American Studies, Philosophy, Political Science, Psychology, Spanish, Sociology, and Theatre. To complete an Arts minor, students must complete at least 30 credits in an Arts discipline. At least 12 of these 30 credits must be in courses numbered 300 or above.

[19022] Major with a Fine Arts Minor

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[19023] B.Sc. students may earn a <u>Minor in Visual Arts</u>. Note: due to the number of credits required, adding this program to a degree of study may result in it requiring more than four years to complete.

Major with a Management Minor

B.Sc. students may earn a Minor in Management. To complete a Management minor, students must complete at least 30 credits in Management courses. At least 18 of these 30 credits must be in courses numbered 300 or above. There are specific courses at both first and second year that are also required.

[19024] Double Major in Sciences

[19025] A student may earn a double major by completing all program requirements for each major. Completing a double major in the Sciences will likely require more than 120 credits. Note: the two majors must be from different disciplines. It is not possible to double major in two sub-areas of one discipline.

[19026] Double Major in Arts and Sciences

[19027] A student may earn a double major by completing all program requirements for the B.Sc. degree with a major plus completing the requirements for a major offered in Arts. Note: the two majors must be from two different disciplines. Completing a double major in Arts and Sciences will likely require more than 120 credits.

[19028] Double Counting of Credits in Honours, Majors, and Minors

[19029] Students enrolled in the following programs: double major, major/minor, double honours or honours/minor are permitted to double count a limited number of credits between the two fields of study. No more than 6 upper-level credits that count toward the program-specified requirements for the first major or honours may be double counted to fulfill requirements for the second honours, major, or minor. Thus, in order to graduate, double major students must have at least 54 program-specified upper-level credit requirements, and

> **Commented [WL1]:** Insert link to BSc minor MGMT program page

THE UNIVERSITY OF BRITISH COLUMBIA

major/honours and minor students must have at least 48 upper-level credits; this number of credits cannot be arrived at by double counting. Students should be aware that by double counting they could substantially weaken the intellectual content of one of their fields of study. *[19030] Bachelor of Science, General Studies* **[19031]** See <u>General Studies B.Sc.</u> for program details.	least 54 program-specified upper-level credit requirements, and major/honours and minor students must have at least 48 upper-level credits; this number of credits cannot be arrived at by double counting. Students should be aware that by double counting they could substantially weaken the intellectual content of one of their fields of study. *[19030] Bachelor of Science, General Studies* **[19031]** See <u>General Studies B.Sc.</u> for program details.

Management Minor

November 5, 2020
Last discussed at Faculty Council, June 2019

Discussion of the management minor has been mostly quiet for the past 16 months. One reason for that silent period is that technically any management minor needs to be spurred on by another Faculty that is interested in offering a MGMT minor to their students. 16 months ago, Irving K. Barber School of Arts and Sciences (IKBAS) was interested but their energy was diverted to managing the Faculty of Science (FOS) / Faculty of Arts and Social Sciences (FASS) separation. Faculty of Health and Social Development (FHSD) was also interested as part of their redesign of the HKIN program but it became clear that they would not have space in their degree for a minor and were more interested in smaller "certificates". Without another Faculty ready to pursue a MGMT minor, the UGWG put their time and energy into many of the calendar changes, particularly the course-level prerequisite requirements, that were approved in 2019/2020.

We have recently restarted the discussions with FASS and FOS and both Faculties are keen now to offer a MGMT minor to their students. Therefore, we are bringing this back to Faculty Council for discussion.

To be clear, ultimately the other Faculties will be the ones that approach Senate to offer a MGMT minor. We will certainly be involved in the consultation process and could disagree with any proposal put forward by another Faculty. The ideal process would be for the Faculty of Management to approve, in principle, a MGMT minor template that other Faculties could use. The other Faculties would still need to complete the full Senate proposal, but there would be no unusual or unexpected proposals.

UBC has a fairly standard and common minor model that is widely accepted and used, although there are a handful of exceptions across both campuses. One example of an exception is APSC students who complete a MGMT minor. This is currently the only group of students able to complete a MGMT minor. The Applied Science APSC-MGMT minor requires MGMT 100 + 18 credits of 400-level MGMT courses.

The standard minor model requires 30 credits (10 courses), 12 lower-level credits and 18 upper-level credits. Since early 2019, any model the UGWG has discussed at Faculty Council has required 30 credits.

If we applied the standard 30-credit model to a MGMT minor, it could look like this:

Lower level (12 credits, 4 courses)	Required courses	MGMT 100 and MGMT 110
	Elective lower level (choose at least two of six courses). Course-level prerequisites are required to be completed.	Two of MGMT[1] 201, 202, 220, 230, 250, 290
Upper level (18 credits, 6 courses)	Elective-upper level (choose at least 6 courses). Course-level prerequisites are required to be completed.	Any MGMT 300-level (MGMT 300, 304, 310, 355, 360, 380) Any MGMT 400-level

MGMT minor students may be looking to complete a broad selection of courses without a depth focus, or they may be looking to focus in one particular area. That flexibility is inherent in the standard 30-credit minor model including minors available to our BMGT students in CULT, COSC, ECON, PSYO, and SOCI.

If a MGMT minor student did choose to focus in one area, the examples below indicate possible course selections and also identify required course prerequisites. This is important for us to be aware of since students completing a minor generally have very few elective credits they could use to complete a prerequisite outside their major and minor requirements. The table below indicates that many or all of our focus areas could be accessible for a MGMT minor student.

Example course selection for MGMT minors

	Accounting focus	Finance focus	HR/OB focus	Entrepreneurship focus	Marketing focus
12 credits of lower level	MGMT 100	MGMT 100	MGMT 100	MGMT 100	MGMT 100
	MGMT 110	MGMT 110	MGMT 110	MGMT 110	MGMT 110
	MGMT 201	MGMT 201	MGMT 230	MGMT 250	MGMT 220
	MGMT 202	MGMT 202	MGMT 220	MGMT 290	MGMT 230
18 credits of upper level	MGMT 310	MGMT 310	MGMT 410	MGMT 360	MGMT 441
	MGMT 300	MGMT 435	MGMT 411	MGMT 425	MGMT 442
	MGMT 304	MGMT 436	MGMT 412	MGMT 443	MGMT 443

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[1] MGMT 240 is excluded from this list since most programs already require their students to complete one or more communications-type courses

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UGWG

MGMT 401	MGMT 437	MGMT 480	MGMT 480	MGMT 480
MGMT 402	MGMT 438	MGMT 414	MGMT 481	MGMT 444
MGMT 437	MGMT 401	MGMT 422	MGMT 482	MGMT 410
Courses above also require these prerequisites				
MATH 100/116	MATH 100/116	PSYO 111	ENGL (3)	PSYO 111
		ENGL (3)	ECON 101	ENGL (3)
		STAT (3)		ECON 101
				STAT (3)

UBC THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FoS **Dept./Unit:** CMPS/STAT **Faculty/School Approval Date:** 20210323 **Effective Session:** 2021W	**Date:** 20210125 **Contact Person:** Dr. Lengyi Han **Phone:** 250.807.8879 **Email:** lhan@mail.ubc.ca
Type of Action: New Course	

Rationale: This financial-application oriented course will provide students in the mathematics and statistics programs a solid introduction to the background and techniques needed in the actuarial, banking, finance, insurance, and mortgage industries. It should be an attractive option for students in Economics and Management, especially those who take STAT 124. The course would also be useful, alongside some of our other offerings in mathematics and statistics, for those students seeking transfer credit to actuarial mathematics programs at other institutions.

	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=STAT
Proposed Academic Calendar Entry: **STAT 224 (3) Mathematics of Finance** **Simple interest and discount, compound interest and discount, simple and general annuities, amortization of debts, bonds, depreciation, probability, mortality tables, contingent payments, life annuities and insurance. Calculations will be carried out using a modern scripting language.** *Prerequisite*: **DATA 101, one of MATH 100, MATH 116 and one of STAT 121, STAT 124.**	**Present Academic Calendar Entry:** n/a

THE UNIVERSITY OF BRITISH COLUMBIA

20 May 2021

To: Okanagan Senate

From: Curriculum Committee

Re: Variable Credit Courses – c, d, / (approval)

The Okanagan and Vancouver Senate Curriculum Committees met jointly to consider a proposal from the IRP Student, Records & Advising Team, with respect to variable credit courses. Currently, variable credit courses indicate whether the credit is decided by the department (*d*) or in consultation with the student (*c*). Additionally, - or */* indicates whether the minimum and maximum credit values form a range of possible credit values for a given course offering, or if a course will be offered for either the minimum or the maximum credit value.

Workday Student does not supply a field to indicate whether a variable credit course is c or d, nor does it interpret the concept of either/or credit values (*/*). Accordingly, the Committees were asked to consider the ongoing notions and use of *c*, *d*, and */*, and how else to communicate course credit details to students.

The Committees were advised that *c* or *d* are not intrinsically-required elements of a course and there are other means for conveying the same credit details (course descriptions could contain guiding information) and creating the same tailored learning experiences (like directed studies). The Committees first considered only discontinuing the use of *c*; however, discontinuing one notation would render the other unnecessary, and thus they considered discontinuing both.

The following is recommended to Senate:

Motion: *"That the use of 'c' and 'd' designation for variable credit courses not continue when Workday Student is implemented."*

AND

                "That the use of '/' designation for variable credit courses not continue when Workday Student is implemented and that the course credit details be visible to students via other course information sources."

Respectfully submitted,

Dr. Yves Lucet, Chair
Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA

8 February 2021

To: Okanagan & Vancouver Senate Curriculum Committees

From: IRP Student, Records & Advising Team

Re: *Variable Credit Courses – 'c' and '/'*

All current variable credit courses indicate whether the credit is decided by the department ('d') or in consultation with the student ('c'). In addition, a '-' or '/' is used to indicate whether the minimum and maximum credit values form a range of possible credit values for a given course offering, or if a course will be offered for *either* the minimum or the maximum credit value. These attributes of variable credit courses are contained within separate fields in the current curriculum management system, and when extracted display as ASIA 270 (3/6) d, for example.

Workday does not supply a field to indicate whether a variable credit course is 'c' or 'd'. In addition, Workday does not have a concept of 'either/or' credit values ('/'); the minimum and maximum credit values always represent the low and high ends of a range of possible credit values for a course.

A small group of timetable representatives were consulted to begin to explore the potential impact of not being able to indicate the above in Workday as is currently done. The feedback included that the concept of 'c' and 'd' is not always well understood by faculty, staff, and students. There is a possibility that this has led to inaccurate tagging of some courses. In terms of variable credit courses only being a range of credits, some concern arose around the possibility of choosing a credit value for a course that would not fit well with student programs (i.e., leaving a student 1 credit short for graduation).

The IRP Student team has identified possibilities of continuing to have these notions in Workday and proposes the following options:

1. Regarding 'c' and 'd' credits, the assumption will be that all variable credit courses are 'd' – credit value is determined by the department – unless otherwise noted in the course description. Where the desire is to have the student consulted on the credit value of a particular course offering, the following sentence will be included at the end of the course description: "The credit value for this course will be determined in consultation with the student prior to registration."

2. For courses that are intended to have a "/" credit value, a note will be included in the Private Notes field so that timetable reps would know the intent and could ensure that the credit value matches that intent. However, there would not be a way to enforce this notion in the system and the full credit range could always be chosen.

The Senate Curriculum Committees are asked to consider:

*   Should the notion of 'c' continue to be indicated in some way on the course and in the Academic Calendars?
    *   For courses that are eligible to be offered in 2020W, there are 304 courses on the Vancouver Campus that use 'c' and 30 on the Okanagan Campus.
*   The wording of the proposed sentence to be included in course descriptions to represent the notion of 'c'.
*   Should the faculties be asked to review their variable credit courses to confirm that the current 'c' and 'd' operators are accurate and so that the data could be cleaned up prior to going live with Workday?

- Whether the notion of the '/' is still needed.
    - If so, is indicating this in the private notes enough? Or, should students be made aware if the intent is to only offer the course at the minimum or maximum credit value, and therefore a statement should be included in the course description.
    - How great is the concern that a course could be scheduled for a credit value that could negatively impact a student's program? (Note: it may be possible to set up a report in Workday that could identify, for example, any courses that do not have a credit value of 3 or 6 (the most common credit values) in an attempt to catch such situations).

- How to move forward with messaging to the UBC community around the changes to the attributes of variable credit courses in Workday:
    - Timing (changes could be implemented in the current system)
    - Academic Calendar changes (including the Introduction section to the Course Description sections)
    - Curriculum Guideline updates

THE UNIVERSITY OF BRITISH COLUMBIA

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20 May 2021

To:	Okanagan Senate
From:	Admissions and Awards and Curriculum Committees
Re:	Admissions and Curriculum Proposals – Master of Design (approval)

The Admissions and Awards and Curriculum Committees have reviewed the material forwarded to them by the Faculties of Applied Science and Creative and Critical Studies and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That the new Master of Design (M.Des) program, DICE course code, DICE courses, and revised Calendar entries be approved.*

a. From the Faculties of Applied Science and Creative and Critical Studies

     i.   Master of Design (M.Des.)

     ii.   DICE: Design, Innovation, Creativity, Entrepreneurship – New course code

     iii.   DICE 501 – New course

     iv.   DICE 502 – New course

     v.   DICE 503 – New course

     vi.   DICE 504 – New course

     vii.   DICE 505 – New course

     viii.   DICE 507 – New course

     ix.   College of Graduate Studies > *add* Design *to Contents*; School of Engineering > Other Graduate Programs (M.A.Sc., M.Eng., M.Des., Ph.D.); College of Graduate Studies > Engineering > Program Overview; Courses of Study and Degrees Offered; Faculty of Applied Science; Faculty of Creative and Critical Studies > Graduate Programs, Introduction

Respectfully submitted,

Ms Tamara Ebl
Chair, Admissions and Awards Committee

Dr Yves Lucet
Chair, Curriculum Committee

New Professional Graduate Program Proposal

Master of Design (M.Des.)

Faculty of Creative and Critical Studies

Faculty of Applied Science - School of Engineering

University of British Columbia, Okanagan Campus (UBCO)

Contents

Overview

The University of British Columbia (UBC) is a comprehensive research-intensive institution, consistently ranked among the 40 best universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world. Since 1915, UBC has embraced innovation and challenged the status quo. Its entrepreneurial perspective encourages students, staff, and faculty to challenge convention, lead discovery, and explore new ways of learning.

The Faculty of Creative and Critical Studies (FCCS), located on UBC's Okanagan campus (UBCO), offers programs leading to Bachelor of Arts degrees with majors in Art History and Visual Culture, Creative Writing, Cultural Studies, English, Languages, to the Bachelor of Media Studies, and the Bachelor of Fine Arts degree, with a major in Visual Arts. The faculty also offers Master's degrees in English, Fine Arts and Interdisciplinary Graduate Studies through the College of Graduate Studies. The Faculty's programs explore different dimensions of cultural expressions and relationships, as they relate to interactions among humans and between humans and other phenomena, both physical and abstract. The Faculty's programs cultivate students' abilities to interrogate our cultural and natural heritage; to determine which elements need to be preserved; to explore how best these can be sustained; and to better the human condition.

The School of Engineering (SOE) is part of the Faculty of Applied Science at UBC. Its undergraduate programs are based on a common-core, design-from-the-start curriculum which emphasizes interdisciplinary, project-based approaches to learning. Specializations include civil, electrical, manufacturing, and mechanical programs. Its graduate program focuses on advanced project learning offering professional degrees as well a Master of Science and PhD programs. School of Engineering Faculty have demonstrated excellence in research, inclusive learning, and community engagement. The School has strong links to industry and government.

FCCS and the SOE are proposing the new program – Master of Design (M.Des.) .

The program will be available to students who have an appropriate undergraduate degree or proven equivalency. The program is jointly offered and administered by the FCCS and SOE.

3

Primary Program Objectives

The proposed professional Master of Design (M.Des.) aligns strongly with the industry-relevant, community-engaged and socially innovative academic program highlighted in UBCO's Outlook 2040 vision document. The M.Des. is a timely addition to the UBC Okanagan program offerings as it addresses global challenges and the need for innovative and creative solutions through a human-centred, design-thinking approach. The M.Des. is truly interdisciplinary, bridging what are considered quite disparate faculties: Engineering and Creative and Critical Studies. These seemingly distinct disciplinary domains will be bridged through the exploration of common themes of design: **design thinking, innovation, creativity and entrepreneurship (DICE).**

There is a rapidly growing need for well-trained professionals with skills in:

- design-thinking and user-centered design approaches;
- innovation and imaginative ways of addressing contemporary challenges;
- creative and divergent approaches to problem finding and problem solving;
- the use of participatory and community-based engagement;
- the ability to draw on place-based and Indigenous ways of knowing and being; and
- understanding of ethical, sustainable, regenerative approaches to Entrepreneurship and responsible development.

The M.Des. engages students experientially in the complete, iterative and complex design cycle as they tackle authentic and meaningful challenges – locally and globally. The M.Des. would benefit engineers, designers, artists, and social scientists by creating interdisciplinary and cross sector cohorts who would bring their varied experiences to the core courses and work together to address the cohort challenges using a common understanding of the design cycle. M.Des. students will work with program mentors to incubate ideas and prototype potential solutions. Initial mentors will be identified by Entrepreneurship@UBCO manager (https://research.ok.ubc.ca/innovation-impact/entrepreneurship/eubco-team/) of Entrepreneurship@UBCO (https://research.ok.ubc.ca/innovation-impact/entrepreneurship/). M.Des. graduates will be able to:

1. Help local businesses "build strong and sustainable economy which supports jobs across the whole province" (UBC's mandate letter 2019/2020);

2. Work for commercial, not-for-profit organizations, small business, and NGOs to incubate needed change and innovation; and

3. Understand responsible community-based approaches that are respectful of and honour the TRC Calls to Action. Specifically, the implementation of the degree program will seek advice on 'how to integrate Indigenous knowledge and teaching methods into [its] classrooms' (TRC 62.ii) and '[build] student capacity for intercultural understanding, empathy and mutual respect'. DICE 502 will provide the specific training called for in TRC 92.iii, 'Business and Reconciliation'.

The M.Des. creates opportunities for work-integrated learning opportunities for all students which aligns with UBC's mandate letter 2019/2020. Further, the M.Des. will support the future of the "made in BC tech sector," by providing the talent pool to support the incubation and expansion of BC based technology in health, manufacturing and agritech sectors (Mandate letter from Michelle Mungall, Ministry of Jobs, Economic Development and Competitiveness).

The uniqueness and strength of the proposed M.Des. program is its ability to address the concern that students graduating with degrees in Engineering or the Arts may not have learning opportunities to (1) conceptualize their discipline knowledge within a design-thinking / human-centred design process and (2) work experientially with peers and domain experts to prototype ideas.

Credential to be Awarded

Master of Design (M.Des.)

Location

University of British Columbia, Okanagan Campus

Faculty

Faculty of Creative and Critical Studies

Faculty of Applied Science – School of Engineering

Anticipated Program Start Date

The first intake is tentatively scheduled for 2021W.

Anticipated Completion

Students can complete the proposed 30-credit professional master's degree in 16-months across four continuous term, with flexible program delivery (ie: blended learning).

Degree Credits

Professional Master of Design (M.Des.)

To complete the 30-credit professional master's degree, students must complete

- 15 credits of core courses
- Six credits of facilitated studio / makerspace work
- Three elective credits drawn from existing courses or directed studies; and
- Six credits of a showcase exit project including a mentor / peer / public presentation

Anticipated Contribution to the Mandate of the Institution

The M.Des. program falls directly in line with the official university strategic plan, "*Shaping UBC's Next Century*" by tackling all three themes of *Inclusion, Collaboration and Innovation*. The M.Des. program will attract, engage and retain students and faculty both internationally and domestically. Collaborating from various areas of expertise, these professionals will learn how to leverage research and expand on opportunities made available to them to solve real work problems. This program exemplifies the ways in which distinct disciplines can draw on academic, industry and community knowledge bases to deliver innovative graduate-level professional education.

Together, the School of Engineering (SOE) and Faculty of Critical and Creative Studies (FCCS) will offer a collaborative program in the field of design, innovation, creativity and entrepreneurship which will expand UBC Okanagan's professional level program offerings. This offering will not only enrich experiential learning opportunities for graduate students, but it will

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also expand opportunity for professional learning in a cohort based, collaborative, experiential learning environment.

The M.Des. program has the potential and intention to enable inclusion and visibility of Indigenous Design, Innovation, Creativity and Entrepreneurship. For example (within a local / regional context), the **Design** cycles will include Indigenous knowledge, experience, and culture; **Innovation** practices will recognize, support and credit Indigenous-led technologies and solutions (i.e., ONA water projects); **Creativity** will emerge from Indigenous contexts; and **Entrepreneurship** will include approaches that are culturally appropriate and relevant to specific communities (i.e., Westbank First Nation initiatives). By focusing on these elements through the TRC lens, the M.Des. program will:

- Begin to address the achievement gap for Aboriginal Learners by intentionally Indigenizing graduate curriculum in inclusive ways (TRC 10.iii);
- Encourage Aboriginal Learners to pursue credentials in a graduate /professional degree focused in arts and STEM (TRC 10.ii).

Specifically, the signature pedagogy of the proposed M.Des. Program is elaborated in the following table.

Master of Design - Signature Pedagogy	
	Learning Outcomes and Intentions
Surface Structure	• Graduates will have been exposed to core readings and discussions concerning Design Thinking, Innovation, Creativity, and Entrepreneurship • Graduates will have participated in seminars, discussions and workshops with experts (both theoretical and practitioner) concerning philosophical and ethical issues of human-centred design and social change, drawing on the iterative design-thinking process • Graduates will develop skills in design, drawing / visualization, leadership, culturally appropriate / respectful ways of collaborating, social impact, design cycle, customer discovery, and project management
Deep Structure	• Graduates will have opportunities to use their skills in applied situations / contexts • Graduates will have opportunities to work collaboratively with practicing experts in related fields / projects / complex contexts

	● Graduates will identify a challenge of concern and work iteratively throughout the program to problem find and problem solve sustainable solutions. This work will inform their Showcase - EXIT Projects
Implicit Structure	● Graduates will use their philosophical and ethical knowledge to engage in peer CRITIQUE sessions and participate in seminars and workshops with experts ● Graduates will learn to develop reasoned argument and develop a philosophical stance to inform their work ● Graduates will be able to situate their work within the frameworks of Global Sustainable Development Goals, UNDRIP and/or the TRC Calls to Action ● Graduates will be able to articulate the Vision of the M.Des. program and demonstrate it in their work – both ongoing professional portfolios as well as Showcase - EXIT Projects

Program Learning Outcomes

The purpose of the professional Master of Design (M.Des.) is to link engineers, designers, artists, and social scientists, and provide them with the opportunity to experience design-thinking and human-centred approaches that address challenges facing society – both locally and globally.

Upon successful completion of this program, students will be able to:

- Develop a real-world solution to implement change by addressing a specific social / community challenge through a cross-disciplinary, problem-based, creative and innovative iterative design process;

- Produce a business plan / case that effectively articulates relevant arguments both verbally and in writing to address social and community challenges demonstrating ethical principles and practices through a social enterprise model;

- Demonstrate working practices that are consistent with TRC Calls to Action and are aligned with the UN Sustainable Development Goals, grounded in IKIGAI or 'reason for being';

- Demonstrate a human-centred approach in applying critical and practical skills with respect and flexibility while working within an inter-professional and interdisciplinary team.

Graduates of M.Des. will find careers in industry, start-ups, consulting, regulatory agencies, small and large businesses, locally and globally, along with community organizations.

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Linkages between the Learning Outcomes and Curriculum Design

The proposed M.Des. will have an integrated structure that purposefully and organically bridges design-thinking with authentic, real world contexts and challenges. The M.Des. program will provide theory, practice and facilitated studio opportunities to incubate ideas and move those ideas through the complete design cycle. The program will build upon students' base knowledge within a discipline and professional experiences while expanding that knowledge within an interdisciplinary cohort. In collaboration with the Entrepreneurship@UBCO, students will work with practicing professionals and mentors to situate their ideas and work into the practical contexts.

Students will gain skills through learning experiences by:

1. Studying and working in small interdisciplinary cohort groups with the goal of developing high demand collaboration skills and valuing divergent and complementary thinking;
2. Studying and working in interdisciplinary teams with practicing professionals;
3. Building on existing relationships with the UBC Okanagan academic community;
4. Building on their professional experiences to innovate and incubate creative solutions to local and global challenges;
5. Participating in experiential learning that is situated in living labs and makerspaces and in situ contexts. These experiences will encourage students to consider the theory / practice balance often found challenging within some academic and community partnerships;
6. Working with project driven learning opportunities that explore the design cycle and require peer and mentor feedback. Students bring a project / concept they wish to explore throughout the program starting with course #1. Students move their projects / concepts through their course work and present their learning and projects during the final course (M.Des. 507) and;
7. Learning with and from guest speakers / visiting scholars.

Social Benefits

M.Des. is outward facing and focuses on real-world issues and critical problems involving advanced technical design, human-centred design, creative arts, sustainability / regenerative design, and global issues. The M.Des. students will be partnered with industry/community

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mentors who can facilitate project development. These mentors will be initially managed by FCCS and SOE faculty and the Director of Entrepreneurship@UBCO. Participants in the program will develop the following skills that are recognized by industry and government as critical 21st century competencies:

- Ability to use design-thinking in critical and creative ways;
- Interdisciplinary applied approaches to designing and innovating;
- Empathic design and problem finding for humanitarian challenges;
- Conceptualization and ideation - human-centred design communications situated in creative and experiential processes;
- Visualization of concepts, design cycle and potential solutions using appropriate technologies to support / inform / advance the design cycle;
- Digital product-life management / experience design;
  - ✓ Customer discovery
  - ✓ Virtualization production cycle
  - ✓ Rapid prototyping in relation to identifying and prototyping sustainable solutions to critical problems
  - ✓ Product lifecycle management and sustainability
  - ✓ Cross cultural communications and socially conscious / sustainable entrepreneurship. Awareness and support for sustainable development that assists communities in finding their own solutions; solutions that can be readily adopted and adapted; technologies that are generated from materials at hand;
- Ethical entrepreneurship in a globalized world;
- Essential entrepreneurial skills that are socially-culturally sensitive and/or responsive
  - ✓ Customer discovery: develop a hypothesis about potential beneficiaries of a proposed venture and engage in interviews and research with end users to validate the hypothesis
  - ✓ Business model development: apply concepts in business planning, business finance, intellectual property, and marketing to create a viable business model
  - ✓ Risk assessment: evaluate technological, market, and societal risks associated with a venture

- ✓ Customer validation: prototype an early version of a product with the minimum set of features in order to validate the existence of a customer
- ✓ Communications: demonstrate the ability to present a value proposition and position a venture in succinct verbal (elevator pitch) and written (business plan) forms
- ✓ Investment/investor relations
- ✓ Start-up culture and team building
- ✓ Branding, core values and storytelling
- ✓ Go-to-market strategy
- ✓ Data analysis & business intelligence (as part of both validation and live operations phases)

Potential Areas and/or Opportunities for Further Study

Typically, a professional master's degree is a terminal degree.

Workforce Preparation:

According to industry conversations and support letters, the proposed professional master's degree program will be most useful for work in the business, construction, education, health/mental, marketing, manufacturing, public administration, software training, and fields.

Core skills developed in the completion of the program include:

- o adaptability / ambiguity tolerance;
- o collaboration - team functioning, particularly intercultural;
- o creativity;
- o design thinking;
- o emotional intelligence;
- o entrepreneurship;
- o innovation;
- o leadership;
- o management;
- o presenting;

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- o problem finding and solving;

- o prototyping and testing; and

- o social innovation

Course Information & Delivery Methods

Students will be required to complete 30-credits over 16-months, offered across four continuous terms, leveraging the advantages of a flexible program delivery.

There are 15 credits of core courses, which include:

- **DICE 501 (3) Design and Innovation**
  Position design-thinking within the history of innovation, cultural theory, and to address contemporary local and global challenges. Manage the design process drawing on principles of creativity, design and engineering.

- **DICE 502 (3) Innovation and Participatory Research**
  Undertake participatory and community-based approaches to design, and develop reflective practice as socially responsible entrepreneurs. Participatory research, Indigenous Ways of Knowing and community-based creative approaches contribute to problem finding and project design.

- **DICE 503 (3) Visualization and Virtualization of Design and Production Cycle**
  Visualization and virtualization for creativity and innovation. Develop advanced design thinking, focusing on ideation and preparing for prototyping and presentation.

- **DICE 504 (6) Entrepreneurship and Social Innovation**
  Develop skills in customer-orientated design and innovation through project-based learning. Situate entrepreneurship and social innovation within diverse work settings, including small businesses, social enterprises, First Nations, NGOs, and non-profits.

Six credits of facilitated studio/makerspace work:

- **DICE 505 (6) Studio Experience**
  Design work is implemented in a facilitated studio environment. Uses integral methods of working with creative technologies and connections with mentors and peers to refine projects. *Prerequisite :* DICE 501, DICE 502, DICE 503, DICE 504.

Three elective credits will be drawn from existing courses or directed studies subject to the approval of the M.Des. Director.

Six credits of a showcase - exit project including a mentor / peer / public presentation:

- **DICE 507 (6) Showcase**

Product design and development synthesised in a project output and pitch presentation.
Prerequisite : DICE 501, DICE 502, DICE 503, DICE 504.

The assessment practices support the development of an understanding of domain content, theoretical concepts and actual competency with practical skills and relevant applications (i.e., processes, software, etc. The M.Des. professional program is experiential by design, and students will learn through workshops, seminars and lectures; hands-on experiences, studio time, and ongoing mentorship.

Throughout the program, assessment will consist of a design project notebook, developed with new content throughout, and opportunities for presentations. Rubrics will be used to guide assessment (see page 14). Each course will be assessed on a pass/fail basis with PASS determined at 68%, which is consistent with UBC graduate program criteria. A 'Pass' on BOTH accumulative ongoing assignments (calculated as the average of all formative assessments) AND a 'Pass' on the final (summative) assignment are required per course. Students must pass all program courses to be considered for the Master of Design.

Specific assessment components common to all M. Des. courses include:
- Project Design Notebook which reflects iterative development of project ideations and prototypes. The notebook will be graded pass/fail. To achieve a passing grade, students must;
    - demonstrate their understanding of the design-thinking process;
    - reflect their sustained project iteration;
    - include personal reflections on the process and their project design;
- Participation in all seminars. Attendance will be taken and participation will be encouraged based on student participation in group tasks and contributions to discussion forums for asynchronous activities;
- Presentations situating students' evolving understanding of M.Des. components within the context of sustainable development and / or renewable design;
- Presentations of ongoing projects to the class and mentors at the end of course and participate in the class design critique;

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Assessment Rubric

CATEGORY	Pass	Fail
Problem *The extent to which the problem is effectively identified*	The problem is identified <u>clearly</u> and <u>effectively</u> using language that <u>precise</u> and <u>compelling</u>. The problem is <u>strongly supported</u> by evidence, which is presented <u>effectively</u> to <u>strengthen</u> the problem statement.	The problem is identified <u>vaguely</u> which <u>makes it hard to comprehend</u>. The problem is <u>not supported</u> by evidence, or evidence provided is <u>not related</u> to the problem statement.
Solution *The extent to which the solution is effectively identified*	The solution is identified <u>clearly</u> and <u>effectively</u> using language that <u>precise</u> and <u>compelling</u>. The solution <u>clearly addresses</u> the problem, is <u>human-centered</u>, and is presented <u>effectively</u> to <u>strengthen</u> the solution statement.	The solution is identified <u>vaguely</u> which <u>makes it hard to comprehend</u>. It is <u>hard to understand</u> how the solution addresses the problem, it is <u>not human-centered</u>, or explanation provided is <u>not related</u> to the problem statement.
Market Opportunity *The extent to which the market opportunity is effectively identified*	The market opportunity is identified <u>clearly</u> and <u>effectively</u> using language that <u>precise</u> and <u>compelling</u>. The market opportunity is <u>strongly supported</u> by evidence, and is <u>effectively</u> related to the problem.	The market opportunity is identified <u>vaguely</u> which <u>makes it hard to comprehend</u>. The market opportunity is <u>not supported</u> by evidence, or evidence provided is <u>not related</u> to the problem statement.
Business Model *The extent to which the business model is effectively identified*	The business model is identified <u>clearly</u> and <u>effectively</u> using language that <u>precise</u> and <u>compelling</u>. The business model is <u>strongly linked</u> to the problem, solution and market opportunity. The business model is <u>explicitly informed</u> by ethical arguments and is consistent with the UNSDGs and the TRC Calls for Action.	The business model is identified <u>vaguely</u> which <u>makes it hard to comprehend</u>. The business model is <u>unrelated</u> to the problem, solution or market opportunity. The business model <u>is contradictory</u> to ethical arguments and is <u>not consistent</u> with the UNSDGs and the TRC Calls for Action.
Go-To-Market *The extent to which the go-to-market strategy is effectively identified*	The go-to-market strategy <u>clearly</u> and <u>effectively</u> identifies milestones and timelines, which are <u>reasonable</u> and <u>realistic</u>.	The go-to-market strategy is <u>vaguely</u> identified which makes the milestones and timelines appear to be <u>unreasonable</u> or <u>unrealistic</u>.
Visual aids *The extent to which visual aids are used effectively to enhance the communication of ideas*	Visual aids <u>enhance</u> the quality of the presentation. • Font size and contrast are effective. • Graphics are clear and appropriate. • Important information is effectively emphasized. • Consistently integrated into verbal presentation.	Visual aids are <u>distracting</u> from the presentation. • Font size is too small or has poor contrast. • Graphics are not irrelevant or inappropriate. • Little to no information is identified as important. • Failure to speak to slides.

	Potential Program Schedule			
COHORT	**SUMMER TERM 1** Early May - June	**SUMMER TERM 2** Early July – mid-August	**WINTER TERM 1** September – late December	**WINTER TERM 2** January – end of Aug
First Cohort	• DICE 501 (3) Design and Innovation • DICE 502 (3) Innovation and Participatory	• DICE 503 (3) Creativity - Visualization and Virtualization of Design and Production Cycle • DICE 504 (3) Part One Entrepreneurship and Social Innovation OR • DICE 505 (6) Entrepreneurship and Social Innovation	• DICE 504 (3) Part Two Entrepreneurship and Social Innovation • DICE 505 (6) Studio Experience	• DICE 507 (6) Showcase
NOTES	The 2 courses each day of the term – DICE 501 in the AM and DICE 502 in the afternoon for the needed hours – allowing time for speakers and studio opportunities Maximum number of DICE credits for faculty members would be maximum 6 credits in a term	• DICE 504 is broken into two parts to help balance the workload	Studio course is co-taught FCCS / SOE	Showcase is co-taught FCCS / SOE

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Program Strengths and Related Programs

M.Des. is grounded in a human-centred, social-cultural orientation. The curriculum and pedagogy explore critical design thinking, creative practice, and engineering principles within a culture of innovation, creativity and social and sustainable entrepreneurship. The M.Des. degree will be a unique, interdisciplinary state-of-the-art program delivered jointly by the School of Engineering (SOE) and Faculty of Creative and Critical Studies (FCCS) at the UBC Okanagan campus. This program explores topics related to design, innovation, creativity, manufacturing engineering, and technology concepts, with an emphasis on ideation, rapid prototyping, and social and sustainable entrepreneurship, situated in contemporary, global issues and concerns. The uniqueness and strength of the M.Des. program rests in its:

1. Human-centred, social-cultural orientation;
2. Use of experiential learning to explore both theory and process;
3. Collaboration UBCO Entrepreneurship to provide subject matter expertise and mentorship;
4. Focus on the development of 'do-it-yourself' / prototyping skills; and
5. Attention to real challenges impacting society locally and globally.

Students will experience the design-thinking process continuously throughout their courses, using experiential, hands-on learning to explore real world challenges. Examples of program learning activities include the following: development of business plan; design sketchbook; prototypes of ideas; opportunities for teamwork; consideration of solutions currently addressing real world problems; customer discovery activities; completion of design-thinking cycle, including iterations; facilitated design conversations to gain empathy from a variety of potential clients etc.

It is anticipated the M.Des. program will attract working professionals seeking ways to improve their practice and learn, by experience, the processes and approaches that would allow them to work more innovatively and creatively to address meaningful problems. It is anticipated some students will be recent graduates of Bachelor Degree programs in FCCS or SOE who wish to incubate their capstone projects further.

Potential students would be drawn to the program in order to:

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- Hone skills developed during undergraduate studies and/or in actual work experience;

- Design and solve problems and contribute further within their areas of expertise;

- Gain access to expertise, peers and resources that would allow them to incubate ideas; and

- Work toward an exit project that would be recognized by one of a variety of industries including the arts, social enterprises, technical environments, etc.

This program aims to attract working professionals seeking to upskill, expand their networks and develop advanced design projects in a supportive environment. The proposed program offers students unique opportunities to develop competencies in design, innovation, creativity, and entrepreneurship in a supportive studio environment that fosters both a local and global approach to real world challenges.

Comparative programs include the following list, with the program at Imperial College London with Royal College of Art (Innovation Design Engineering (IDE) being the closest in terms of intent and design.

Carlton University
Faculty of Engineering and Design
https://carleton.ca/engineering-design/future-students/graduate-programs/

Imperial College London with Royal College of Art
Innovation Design Engineering (IDE)

McMaster University
Hamilton, Ontario
Master of Engineering Design (M.Eng. Design)
https://www.eng.mcmaster.ca/sept/programs/degree-options/mengdesign/engineering-design#overview

Ontario College of Art & Design
M.DES. in Strategic Foresight and Innovation
https://www.ocadu.ca/academics/graduate-studies/strategic-foresight-and-innovation

Ryerson
Master of Engineering Innovation and Entrepreneurship (MEIE)
https://www.ryerson.ca/graduate/programs/engineering-innovation-entrepreneurship/

Stanford
Master of Science in Engineering, Product Design
https://web.stanford.edu/dept/registrar/bulletin1112/5328.htm

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University of Waterloo
Human Systems Engineering
https://uwaterloo.ca/human-factors-and-ergonomics-society/study-human-factors

Challenges for the Proposed Program

As an interdisciplinary program that joins two faculties, there will be logistical issues to address with respect to governance of the program:

1. Need to develop a model for governance of a shared program between the School of Engineering and Faculty of Critical and Creative Studies;

2. Need to hire two faculty members – one in SOE and one in FCCS - with expertise to support the M.Des. curriculum;

3. Need to establish a program Advisory Committee composed of faculty, visiting scholars, Indigenous design experts, global experts, Entrepreneurship@UBCO graduates. Roles and responsibilities for the Advisory Committee would include:

   a. Address and attend to curriculum changes as needed as well as continue to create a network of M.Des mentors and partners

   b. Review student admissions to M.Des. professional master's programs

   c. Suggest speakers / guests

   d. Suggest visiting scholars

   e. Suggest visiting design and entrepreneurs in residence

   f. Liaise with entrepreneurship@UBCO - https://entrepreneurship.ok.ubc.ca/

   g. Liaise with makerspace@UBCO - https://makerspace.ok.ubc.ca/

   h. Regularly review and renew M.Des. to maintain its currency as an innovative program

4. A director should be considered for the program. The director will be a member of the Advisory Committee;

5. Space to house the program – both its digital and physical assets.

Appendix 1. Current Faculty and Course Commitments

While the intention is to hire one new faculty position in both FCCS and SOE, existing faculty do hold expertise relevant to support the M.Des. program. However, all the faculty members listed below have existing teaching assignments.

Kenneth Chau (Associate Professor, Electrical)

Research Interest / Expertise - Nanophononics; Microscopy; Optical sensors
Potential M.Des. Courses
- DICE 504 Entrepreneurship and Social Innovation
- DICE 507 Showcase

Alon Eisenstein (Assistant Professor of Teaching)

Research Interests / Expertise - Engineering entrepreneurship education; professional development; engineering leadership education; experiential and work-integrated learning pedagogies and assessment methods; entrepreneurial attitude and intentionality.
Potential M.Des Courses
- DICE 504 Entrepreneurship and Social Innovation

Megan Smith (Associate Professor, Creative Studies, Media Studies)

Research Interests / Expertise - New media art, virtual reality, physical computing, critical design, geo location, visual art, interactive art.
Potential M.Des. Courses
- DICE 501 Design and Innovation
- DICE 502 Innovation and Participatory Research:
- DICE 503 Visualization and Virtualization of Design and Production Cycle
- DICE 505 Studio Experience
- DICE 507 Showcase

Ray Taheri (Professor of Teaching, Manufacturing, Mechanical)

Research Interest / Expertise - Electroless Nickel-Phosphorus coatings; Materials selection in potash brine environment; Properties of Carbon nanotubes
Potential M.Des. Courses
- DICE 503 Visualization and Virtualization of Design and Production Cycle
- DICE 505 Studio Experience
- DICE 507 Showcase

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PLO	Course 1	Course 2	Course 3	Course 4	Course 5	Course 7	Program Learning Outcomes
1	1.1, 1.2	2.1, 2.2	3.1	4.1, 4.2	5.1, 5.3	7.1	Develop a real-world solution to implement change by addressing a specific social / community challenge through a cross-disciplinary, problem-based, creative and innovative itterative design process
2	1.3	2.2, 2.3	3.2	4.2, 4.3	5.2, 5.3	7.2, 7.3	Produce a business plan / case that effetively articulates relevant arguments both verbally and in writing to address social and community challenges demonstrating ethical principals and practices through a social enterprise model
3	1.3	2.2	3.3	4.1, 4.3	5.3	7.2, 7.3	Demonstrate working practices that are consistent with TRC Calls to Action and are aligned with the UN Sustainable Development Goals, grounded in IKAGI
4	1.4	2.4	3.4	4.4	5.4	7.4, 7.5	Demonstrate a human-centered approach in applying critical and practical skills with respect and flexibility while working within an inter-professional and interdisciplinary team

Mastery levels: Numbers refer to Course Learning Outcomes – see attached spreadsheets

Introduced
Developed
Proficient

Program Learning Outcomes

1 Develop a real-world solution to implement change by addressing a specific social / community challenge through a cross-disciplinary, problem-based, creative and innovative itterative design process

2 Produce a business plan / case that effetively articulates relevant arguments both verbally and in writing to address social and community challenges demonstrating ethical principals and practices through a social enterprise model

3 Demonstrate working practices that are consistent with TRC Calls to Action and are aligned with the UN Sustainable Development Goals, grounded in IKAGI

4 Demonstrate a human-centered approach in applying critical and practical skills with respect and flexibility while working within an inter-professional and interdisciplinary team

Course Learning Outcomes

COURSE 1

1.1 Conceptualize a project that addresses real-world local and global challenges using the design thinking process
1.2 Demonstrate creative and innovative thinking as applied to their project idea
1.3 Develop a business case for their project idea that uses human-centered approach and is consistent with TRC Calls for Action and UN Sustainable Development Goals
1.4 Exemplify critical evaluation to project ideas with respect and flexibility as part of collaborative inter-disciplinary team work

COURSE 2

2.1 Demonstrate the use of participatory research applied to inform their project idea to produce real-world solutions as part of the design thinking process
2.2 Exemplify the use community-based research to shape of design thinking process as a way of addressing local and global challenges consistent with TRC Calls for Action and aligned with the UNSDGs
2.3 Construct arguments to critically evaluate initial ideations for project idea, drawing on research and relevant literature
2.4 Exemplify critical evaluation to project ideas with respect and flexibility as part of collaborative inter-disciplinary team work

COURSE 3

3.1 Conceptualize and prototype an innovative and creative solution for existing real-world local and global challenges through a purposeful iteration of the Design Thinking process
3.2 Develop relevant and effective arguments in support of a solution that addresses a social and community challenge using Visual Literacy competencies
3.3 Apply appropriate technologies demonstrating alignment with the UN SDGs and the TRC Calls for Action
3.4 Exemplify critical evaluation to project ideas with respect and flexibility as part of collaborative inter-disciplinary team work

COURSE 4

4.1 Develop testing and evaluation process as part of a design project considering its social impact and alignment with a social enterprise model and its alignment with the Truth and Reconciliation Committee Call for Action and UN Sustainable Development Goals
4.2 Evaluate solutions for existing local and global challenges that were designed and prototyped using the Design Thinking process
4.3 Develop effective arguments in support of a social enterprise solution that addresses a social and community challenge both orally and in writing, considering its legal structure and funding strategy
4.4 Exemplify critical evaluation to the appropriate use of technology as part of the project with respect and flexibility as part of collaborative inter-disciplinary team work

COURSE 5

5.1 Evaluate and test the proposed prototyped solution as part of the design project considering its ability to address specific innovation challenges
5.2 Produce a business plan / case for the proposed solution for local and global challenges that were addressed in the design thinking process with alignment with the UN SDGs and the TRC Call for Action
5.3 Develop a portfolio that represents creative and innovative principles of design thinking with relevant and effective arguments in support of the solution using Visual Literacy competencies
5.4 Exemplify critical evaluation to the appropriate use of technology as part of studio critique of the project with respect and flexibility as part of collaborative inter-disciplinary team work

COURSE 7

7.1 Create a real-world solution with a social impact on its targeted community as part of a cross-disciplinary team using creativity and innovation in the design thinking process in its entirety
7.2 Produce and publicly present the business plan / case for the proposed solution using effective and ethical arguments in alignment with the UN SDGs and the TRC Call for Action, including defining a vision, determining milestones, and planning timelines
7.3 Develop a portfolio that represents creative and innovative principles of design thinking with relevant and effective arguments in support of the solution using Visual Literacy competencies
7.4 Exemplify critical evaluation to the appropriate use of technology as part of studio critique of the project with respect and flexibility as part of collaborative inter-disciplinary team work
7.5 Summarize and reflect on the technical, analytical, and creative skills learned throughout the project and on their performance as a contributor to a team project

amazon

March 18, 2021

Dear sir or madam:

I am writing today to offer a perspective on the proposed Master of Design (MDes) in Design, Innovation, Creativity and Entrepreneurship at the University of British Columbia, Okanagan. I believe the program would make a unique and positive contribution to the community.

The program strikes me as qualitatively different from other related programs of study in that it combines a rather technical curriculum (e.g., digital product-life management) grounded in contemporary user-centered design practices with a distinctly entrepreneurial direction where students are encouraged to develop business models, assess risk, and exercise ethical and moral leadership. Additionally, it features a creative dimension that pairs well with both other aspects. I have not seen these elements brought together in a single program.

I believe this program will create graduates who will be in a position to tackle current and emerging design challenges. For instance, Amazon has pledged to achieve net zero carbon across our business by 2040. This commitment will require not only creative design thinking that transcends traditional approaches, but also ethical leadership to create sustainable programs that are in accordance with the company's Leadership Principles and the needs of the communities where we operate. Although it is magnified by our size, the challenge is not unique to Amazon, nor is the need for design graduates who can take on these types of issues.

As a senior manager at Amazon in British Columbia, I have hired dozens of technical employees, including designers, and interviewed hundreds. It is my belief that MDes graduates would be well positioned for employment with us as user experience designers and visual designers. We have many such open positions and currently have challenges finding enough qualified local applicants, leading to longer and more costly recruiting cycles. I would personally welcome a local source of creative talent.

I am supportive of this new program. In closing, I wish to note that the perspective I have shared above is a personal one, informed by 20 years of experience in the BC technology community. This does not represent an official view or endorsement on behalf of Amazon.

Sincerely,

André Dufour
Senior Manager, Amazon Web Services

City of Mississauga
Economic Development Office
300 City Centre Drive
MISSISSAUGA ON L5B 3C1
mississauga.ca

February 25, 2021
Re: **Master of Design (MDes) in Design, Innovation, Creativity and Entrepreneurship**

Dear Graduate Committee,

I would like to express my support for the Master of Design program proposed by UBCO. Having reviewed the details of this program I feel it fills a gap in the graduate level entrepreneurship and innovation programming currently available in Canada. Having worked at the University of Toronto for close to 20 years in roles supporting and developing professional graduate programs, I have not seen a program that addresses innovative and creative design with a focus on social and sustainable entrepreneurship.

Now working in the economic development office for the City of Mississauga, my role is tied to the development of the entrepreneurship ecosystem. I feel MDES graduates would be able to work in a variety of roles supporting these ecosystems across Canada and internationally, to drive venture growth for start ups and also in larger organizations looking to innovate and advance.

Currently a large number of our new ventures hit a road block as they move through the development of their minimum viable product. The courses outlined in the MDES program teach students how to design and develop with the user as the key influencer. User experience is key, and this is frequently missed in so many programs. The emphasis on social and sustainable entrepreneurship is the ideal lens for this program given the focus for organizations globally on the UN Sustainability Development Goals and the desire for our students to have impact through their future roles.

Overall I see this program as an exciting addition to the UBC curriculum. It would be great to have a stream that was open to innovative students from any background looking to develop this skillset. Having a range of backgrounds will ensure a diversity of roles available upon graduation and through the capstone projects.

I would be happy to answer any questions you may have. Best of luck in this process.

Sincerely,

Donna Heslin

Donna Heslin MSc, PhD Candidate
Manager Entrepreneurship & Innovation
City of Mississauga, EDO

Okanagan coLab
201, 1405 St. Paul Street
Kelowna BC, Canada
Phone: 778-821-1932
Email: hello@okcolab.com

April 12th, 2021

Letter of Support

To Whom It May Concern,

I write on behalf of the Okanagan coLab in support of UBC Okanagan School of Engineering and the Faculty of Critical and Critical Studies proposal for Master of Design in Design, Innovation, Creativity and Entrepreneurship.

I strongly support this proposal and its focus on taking design practice and engineering principles, into the sphere of social and sustainable entrepreneurship, addressing real-world global issues and concerns.

As an organization which acts as a resource and community hub for entrepreneurs across BC's interior, Okanagan coLab is a place driven by the power of community to grow our businesses, ourselves, and to develop solutions that positively impact our world. We have 10 years of producing community initiatives that build community capacity for change, transformation and innovation. We wholeheartedly support UBC Okanagan's initiative to advance academic learning and relevant training to address global challenges and the need for impactful solutions through a human centred, design thinking approach.

As a designer with 20 years in working with a diverse range of organizations, I believe that graduates from DICE will gain the skills that industry is looking for, thus finding suitable employment while meaningfully contributing to the design profession.

Through this letter, I acknowledge our organization's support for the UBC Okanagan School of Engineering and the Faculty of Critical and Critical Studies and their work. In the event this proposal is approved, we will provide network connections and sharing of data and resources to support further improvement of the program and industry integration.

We look forward to working with you to develop future skills and collaborative networks to enable human progress to solve the complex environmental, economic and societal issues challenging the sustainability of our businesses and society.

Sincerely,

Shane Austin
Founder, Okanagan coLab

CTAAN

CATVN

Centre for Technology Adoption for Aging in the North
Centre pour l'adoption de la technologie pour le vieillissement dans le Nord
University of Northern British Columbia (UNBC)
3333 University Way, Prince George BC V2N 4Z9
www.ctaan.ca

March 5, 2021

Prof. Alon Eisenstein
Assistant Professor of Teaching, Technology Entrepreneurship and Professional Development
Faculty of Applied Science | School of Engineering
The University of British Columbia | Okanagan Campus | Syilx Okanagan Nation Territory
EME3283 1137 Alumni Avenue | Kelowna BC | V1V 1V7 Canada

Re: Letter of Support for **Master of Design Professional Master's Program**

Dear Alon,

It was a pleasure to talk with you recently and learn about the proposed Master of Design (MDes) in **Design, Innovation, Creativity, & Entrepreneurship Professional Master's Program. From what I have** seen of this innovative program I applaud and support such a program that would build talent capacity in the region. I submit this letter in support of your proposed program.

Currently I am the Director of the Centre for Technology Adoption for Aging in the North (CTAAN) at the University of Northern British Columbia (UNBC). CTAAN supports aging in northern and rural communities by making technologies more available to older adults, caregivers, and the health care systems that support them. CTAAN is built on a partnership with UNBC, the Northern Health Authority, and AGE-WELL – **Canada's technology and aging network. CTAAN's programs focus on** testing, piloting, adapting, and implementing new and existing technology solutions tailored to address the challenges experienced by older adults and caregivers in northern and rural communities. Prior to this position I was **the Director Entrepreneurship at the University of Toronto's** Impact Centre where I operated a startup incubator, mentored entrepreneurs, and performed collaborative research with industry. It is with this lens and experience that that I speak to the proposed MDes program.

I've had the opportunity to review the course curriculum and I am enthusiastic about the structure of the program operating at the intersection of entrepreneurship with a social innovation focus. The AgeTech sector, or technology for aging, is highly transdisciplinary in nature and technology developers in this area require skills that are outlined in your curriculum. I was particularly excited about the curriculum as there are very few programs that combine design thinking, participatory research concepts, rapid prototyping, and cultural awareness in the way that you've proposed. The interdisciplinary nature of the program that links the School of Engineering and the Faculty of Creative and Critical Studies is commendable and will likely set the standard for future programs. I particularly like the plans to have a design project where the students will apply the skills on a real-world project. I would envision that the program would allow students to interact with startups, companies, communities, and diverse stakeholder groups providing a true experiential learning component. I believe that students completing the program would be well trained for a variety of career options.

CTAAN **supports the proposed MDes Professional Master's Program. In my experience, students have** limited options for exposure to and training in design thinking, transdisciplinary research, and participatory research and I welcome any program that could produce such talent. I wish you the best of luck with this proposal and feel free to connect at any time to discuss potential areas for partnership

Regards,

_____
Richard McAloney, PhD
Director CTAAN
Adjunct Professor, School of Business, UNBC
Email: richard.mcaloney@unbc.ca

edgehog
Advanced Technologies Inc.

Attn. Prof. Alon Eisenstein
Assistant Professor of Teaching, Technology Entrepreneurship and Professional Development
Faculty of Applied Science | School of Engineering
The University of British Columbia | Okanagan Campus

March 09, 2021

RE: Feedback on the proposed Master of Design (MDES) in Design, Innovation, Creativity and Entrepreneurship Program

To whom it may concern,

Prof. Eisenstein approached me to provide feedback on the proposed MDES program at the University of British Columbia Okanagan (UBCO) Campus. I am a technology executive and entrepreneur, currently Co-Founder and CTO of Edgehog Advanced Technologies Inc., a Montreal-based, venture capital-backed technology start-up commercializing the world's best anti-reflection technology for solar glass. I have had the opportunity to review the MDES Concept Paper, Curriculum Map, and have had a conversation with Prof. Eisenstein on the topic.

Working in technology commercialization, I have found it difficult to find talent who possess the ability to bridge the business and technical world. There appears to be a gap in formal education for versatility in using both the language of business with customers or business development staff, and the language of engineering and scientific development with internal technical staff. I believe the MDES program may provide this skillset via its interdisciplinary educational modules, where students from various professional backgrounds will have the opportunity to work together. Students with a background in design will gain valuable insights into business thinking and technology execution. Those with a technical background will be exposed to project planning and big picture thinking. I anticipate graduates of this program will be prepared to tackle project and program management roles, able to bridge the gap between business considerations and technical constraints.

I appreciated the program's emphasis on ethical and culturally sensitive design thinking, something that I had not seen featured in other graduate level innovation or entrepreneurship programs. The emphasis on social responsibility and the United Nations Sustainability Development Goals inherently promotes a global mindset towards problem solving and encourages students to think beyond the perspectives of their immediate social groups. In the age of climate change and socio-economic inequality, this emphasis on ethical and culturally sensitive design thinking will contribute towards the growing trend of responsible capitalism. I believe graduates possessing such qualities will contribute to the health of our society and strengthen the long-term viability of their organizations.

The themes explored in this program is a natural fit for those seeking to build a career in the non-profit and socially conscious sectors. The interdisciplinary approach to design, business, and technology also provides excellent training for those wishing to pursue project management or leadership positions. At Edgehog, we are eager to welcome team members who can enhance collaboration among the company's business, design, and technology. I welcome the addition of the MDES program to UBCO's curriculum. Please feel free to reach out for further discussions on the matter.

Sincerely,

Calvin Cheng

Calvin Cheng, PhD
CTO and Co-Founder, Edgehog Advanced Technologies Inc.
calvin.cheng@edgehogtech.com | 416 837 2718

LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

Constituency Office:
102 – 2121 Ethel Street
Kelowna BC V1Y 2Z6
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Legislative Office:
Parliament Buildings
Victoria, BC V8W 9E2
Email: renee.merrifield.mla@leg.bc.ca
www.reneemerrifieldmla.bc.ca

Renee Merrifield
M.L.A. Kelowna - Mission

January 25, 2021

Dear Dr. Chau,

Thank you for providing me the opportunity to support your new Master's program and graduate certificate, known as the DICE. Bringing together Design, Innovation, Creativity and Entrepreneurship is ground-breaking, and will allow a cross-disciplinary approach that is much needed in industry. For advanced education to remain relevant, more expanded education is necessary. This is perfectly aligned with what industry is asking for.

The employment opportunities within our economy for specialists are waning, and more interdisciplinary programs are required to best prepare our students for the private sector. Additionally, the future of our economy is incredibly reliant on entrepreneurs. They are the key to resilience, recovery in downturns, and innovation. Bringing together the technical specialty of engineering with the creativity and entrepreneurial aspects of innovation and ideation are brilliant. I am so excited about this opportunity and would strongly voice my support.

Having been a businessperson for the last twenty years, and having developed over 27 unique companies, I have felt the needs spoken above. Both **DICE** degree options (MDes and graduate Certificate) will be unique, interdisciplinary state-of-the-art programs delivered jointly by the School of Engineering (SOE) and Faculty of Creative and Critical Studies (FCCS) at the UBC Okanagan campus. These programs explore topics related to design, innovation, creativity, manufacturing engineering, and technology concepts, with an emphasis on ideation, rapid prototyping, and social and sustainable entrepreneurship, situated in contemporary, global issues and concerns. I have attached an abstract which summarizes the key features of this program.

The **DICE** program would be an invaluable asset to smaller or mid-sized businesses faced with multi-faceted challenges who may not have the resources to employ the various specialists needed to address them. A multi-disciplinary program like **DICE** allows for professionals within the engineering, marketing, and business disciplines, among others, to become more adaptable and valuable within small and new business, creating security for both graduates of the program as well as the businesses that employ them.

For these above reasons, I wholeheartedly support the **DICE** program.

Sincerely,

Renee Merrifield, MLA
Kelowna Mission

Economic Development Commission

1450 K.L.O. Road
Kelowna, B.C. V1W 3Z4

Telephone: (250) 469-6280
Investkelowna.com

February 17, 2021

Attn: Susan Crichton
Entrepreneurship Program
Innovation UBC @ The Innovation Center
203-460 Doyle Avenue | Kelowna BC | V1Y0C2

RE: Letter of Support for proposed professional Master of Design focusing on Design, Innovation, Creativity and Entrepreneurship

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Please consider the following letter of support in the consideration of University of British Columbia's proposed Master of Design professional program.

Currently in the Central Okanagan and throughout Canada, there is a shortage of job-ready candidates with the needed qualifications and abilities to effectively market themselves to local employers and secure and sustain employment. With the increase in job growth in the Central Okanagan, UBC's ground breaking and innovative Master of Design will assist students to fill this gap while obtaining meaningful employment. As the Central Okanagan and communities around the world look to economic recovery, the Masters of Design program will equip graduates to apply design skills to solve big problems faced in the Region and around the world.

The Economic Development Commission expects the local community will experience significant direct and indirect benefits as a result of the Master of Design program. We require graduates in our region and throughout Canada with employable skills and with an understanding of how they actively contribute to a culturally diverse sustainable society.

The COEDC is confident that UBC has the capacity and expertise to successfully implement a Master of Design in the Okanagan. Our strong relationships with SMEs in the region can support the program's success by promoting industry buy-in and ongoing promotion and awareness of the program's benefits.

Yours truly,

K. Mallory

Krista Mallory
Manager, Economic Development Commission
Regional District of Central Okanagan
kmallory@investkelowna.com
(250) 469-6283

Dr. Megan Smith
Faculty of Creative and Critical Studies
The University of British Columbia
Okanagan Campus

April 2, 2021

Dear Dr. Smith,
I am happy to provide this letter of review for the proposed Master of Design (MDes) in Design, Innovation, Creativity & Entrepreneurship (Professional Master's Program), under consideration at the University of British Columbia, Okanagan Campus. In my estimation, this degree would offer a unique opportunity to serve the needs of students, and of contemporary Canada, with its timely focus on innovation, creativity and social and sustainable entrepreneurship.

Differentiation from other programs:
There are a number of Masters programs focussed on creative outputs (Masters of Fine Arts across Canada in areas such as art and design), on business/entrepreneurship (MBAs across Canada, Masters in programs such as economics, entrepreneurship, or innovation e.g. UBC, Queen's, McGill), or on sustainability (MSc in areas such as resources, environmental science, or sustainable development), and many on general interdisciplinary approaches/interdisciplinary studies (MA and MFA in Interdisciplinary Studies e.g. University of Regina). This program, however, offers a unique approach. It brings together design, entrepreneurship, sustainability, *and* creativity inside a practical, professional program. It leverages disciplinary expertise from fine arts/arts industry, and from engineering, with the unique integration of interdisciplinary approaches drawn from makerculture, participatory/socially-engaged art, and human centred/user centred design. I am particularly supportive of its focus on environmental sustainability and ethical social engagement, as well as the incorporation of Indigenous ways of knowing. The possibilities opened by combining approaches from the humanities and hard sciences cannot be overemphasised.

Social and/or economic benefit and labor market outcomes:
There is a major social need for programs that can train students for the deep issues facing Canada in the 21st century, including environmental change, social division and isolation, and rapidly changing conditions. This program is a practical response to providing students with the skills to design responsively and responsibly, in order for them to lead with innovative solutions to some of our most "wicked problems." Economically, many programs still focus on outdated understandings of stable careers and siloed industries, when the reality is that students need to be trained in creative, critical and flexible models for constant adaptation. Digital transformation and the decreasing shelf-life of skills have shifted what should be taught in professional programs. Industry reports (such as the recent LinkedIn Workplace Learning Report, 2020) repeatedly highlight the urgent labor market need for increased training and experience with the soft skills of creativity, persuasion, analytical reasoning, collaboration and a flexible approach (a.k.a. adaptability). UBC Okanagan is well-placed to offer this program, with its growing reputation for focusing specifically on entrepreneurial spirit, impact in communities, and interdisciplinarity. Intellectually, the critical, socio-cultural focus offers this program the chance to avoid the problems some programs focusing in

entrepreneurship can face. In particular, some universities can concentrate on industry focused approaches, without offering appropriate historical and social critique, leading to shallow, technical programs that are better suited to technical colleges, or run the risk of becoming myopically focused on serving imagined corporate interests. This is not of service to the university or economy, and particularly not to students who need to be given the chance to engage deeply with issues of local, and global concern. This kind of program can produce entrepreneurs, leaders, and makers that can drive economic and social success in the region, and wider afield.

Student profiles:
Clearly this program will provide professionalization options for a wide range of potential incoming students, including those from BA/BFA, BSc, B.Eng, and BSW degrees. With its focus on critical design thinking, management, planning; the practical lab/studio coursework; and the deep learning on responsibility and responsivity in and with community; this degree can produce labor ready graduates in a number of fields. These include, but are not limited to business entrepreneurship and/or solo careers in engineering, technology, and the creative industries; employment in R&D for non-profit and government agencies; design work for large festivals/galleries/museums/performing arts venues; education and outreach work across STEAM organizations and institutions; and further advanced art and engineering research careers in this emerging field of interdisciplinary academic inquiry.

Thank you for inviting me to review your proposal for this exciting degree, I believe it fills an important gap in current offerings in Canada, and indeed, could become a global innovator in preparing students for the complexities of a rapidly changing world.

Yours Sincerely

Dr. Rebecca Caines
Associate Professor in Creative Technologies
Interdisciplinary Programs, Faculty of Media, Art, and Performance
University of Regina

LASSONDE | SCHOOL OF ENGINEERING **YORK** UNIVERSITÉ UNIVERSITY | **BERGERON ENTREPRENEURS IN SCIENCE & TECHNOLOGY**
2nd Floor, BCEE | 4700 Keele
Street Toronto | Canada |
M3J 1P3 (416) 433 9805

March 7th, 2021

Feedback on your proposal for a Masters of Design

Dear Alon:

You asked me to provide some feedback on your plans for a professional Master's program, Master of Design in Design, Innovation, Creativity and Entrepreneurship, program at UBC, which I am delighted to do (apologies for the delay). As you know, I have some direct experience of this, having completed my PhD in the Management of Technology, where I taught Technology Entrepreneurship for a number of years. I have also had the fortune to be directly involved in designing, developing and teaching various similar Masters programs at Waterloo, University of Toronto, and McMaster. In fact in my first faculty position after my PhD, at Temple University, I was jointly appointed to the Faculties of Engineering (where I designed, developed and launched a Masters in Engineering Management) and the Business School (where I designed, developed and launched a Masters in Innovation and Entrepreneurship) with significant cross-listing between the programs. Indeed, at York, I am responsible for designing and launching a range of Professional Masters programs at Lassonde, in parallel to executive courses (with micro-credentials) in Lassonde Professional Development, allowing laddering from the latter to the former.

In reading your proposal at some length, I admire the human centred, social-cultural orientation with a focus on design thinking, creative practice, and engineering principles within a culture of innovation, creativity and social and sustainable entrepreneurship. The work we are doing at Lassonde confirms significant interest in such programs (supported by a Catalyst Skills project we recently concluded with funding from the workplace skills division of the Ontario Government).

It is clear that your program, proposed for the UBC Okanagan campus, will develop community and professional skills around the design thinking process, using technology to address contemporary, global issues and entrepreneurship to empower your community to achieve their potential. This aligns with York's recent announcements on embedding the UN Sustainability Goals into our Academic plan and creating a culture of entrepreneurial endeavor across York through the formation of the Strategic Entrepreneurship Council. The overall philosophy and design of the course aligns well with what I expect will be a future multi-disciplinary vision for the campus.

I would like to offer three pieces of specific advice which I hope will be helpful as you move forward (and which we are also struggling with at Lassonde):

- The skills, knowledge & attributes to teach these professional courses are rarely found (present company excepted) within traditional academic programs, you may need to look more broadly for educators.
- It is challenging to run programs from two schools, unless there is a clear and shared vision for outcomes, and process (for example in our work at York, the Business School and Engineering School have different views on pricing).
- In some cases, professionals want to participate in such programs in a variety of ways, from full time, to evenings and weekends, from signing up for a full masters, to signing up for individual courses though an executive education offering.

Thank you for asking for my feedback, I will be delighted to provide further assistance if required. I look forward to watching this exciting initiative move forward.

Yours Sincerely,

Andrew Maxwell, PhD., PEng
Bergeron Chair in Technology Entrepreneurship, Lassonde School of Engineering

THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form
New Program – Okanagan campus

Category: **1**	
School of Engineering & Faculty of Creative and Critical Studies **Approval Dates:** 2021.02.18 /2021.03.03 **Effective Session:** 2021W	**Date:** 2021.04.01 **Contact People:** Dr. Yang Cao (yang.cao@ubc.ca) Dr. Greg Garrard (greg.garrard@ubc.ca)
Type of Action: New Professional Master Program	

Rationale: M.Des. aligns strongly with the industry relevant, community engaged and socially innovative academic program highlighted in UBCO's Outlook 2040 vision document. **M,Des.** is a timely addition to the UBC Okanagan program offerings as it addresses global challenges and the need for innovative and creative solutions through a human centred, design thinking approach. **M.Des.** is truly interdisciplinary, bridging what are considered quite disparate faculties: Engineering and Creative and Critical Studies. These seemingly distinct disciplinary domains will be bridged through the exploration of common themes of design, design thinking, innovation, creativity and entrepreneurship.

There is a rapidly growing need for well-trained professionals with skills in:
- design thinking and user-centered design approaches;
- innovative and imaginative ways of addressing contemporary challenges;
- creative and divergent approaches to problem finding and problem solving;
- the use of participatory and community-based research strategies;
- the ability to draw on place-based and Indigenous ways of knowing and being; and
- ethical, sustainable, regenerative approaches to Entrepreneurship and responsible development.

Proposed Academic Calendar Entry: **Master of Design (M.Des.).** **Degree Offered: M.Des.** **The M.Des. is a professional program grounded in a human centred, social-cultural orientation. The M.Des. curriculum and pedagogy explore critical design thinking, creative practice, and engineering principles within a culture of innovation, creativity and social and sustainable entrepreneurship. This degree is a unique, interdisciplinary state-of-the-art programme delivered jointly by the School of Engineering (SOE) and Faculty of Creative and Critical Studies (FCCS).**	**Draft Academic Calendar URL:** N/A **Present Academic Calendar Entry:** N/A

THE UNIVERSITY OF BRITISH COLUMBIA

Admission Requirements
Academic requirements are set out here:
https://gradstudies.ok.ubc.ca/programs-applying/admission-requirements/

Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue their studies in English. Acceptable proficiency tests and scores are TOEFL (Test of English as a Foreign Language): 104 overall with a minimum score of 25 in Reading & Listening and a minimum score of 24 in Writing & Speaking (Internet version); minimum score of 25 in Reading & Listening and a minimum score of 24 in Writing (paper version). TOEFL My Best Scores that meet the above minimum scores are acceptable as meeting the English language test requirements; or IELTS (International English Language Testing Service): minimum overall band score of 7.5, with no individual score less than 7.0. (Please note that these requirements are higher than the minimum requirements for admission to the College of Graduate Studies.)

Program Requirements

This degree requires satisfactory completion of 30 credits of course and studio work over 16 months. This includes:
- **15 credits of core courses (DICE 501, DICE 502, DICE 503, DICE 504)**
- **One six-credit course (DICE 505) of facilitated studio/makerspace work**
- **One three-credit elective course drawn from existing courses or directed studies, and**
- **One six-credit showcase course (DICE 507) which acts as the exit project including a mentor/peer/public presentation.**

UBC THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form
New Program Code – Okanagan campus

Category: **1**	
School of Engineering & **Faculty of Creative and Critical Studies** **Approval Dates:** 2021.02.18/2021.03.03 **Effective Session:** 2021W	**Date:** 2021.04.01 **Contact People:** Dr. Yang Cao (yang.cao@ubc.ca) Dr. Greg Garrard (greg.garrard@ubc.ca)
Type of Action: New Subject Code	

Rationale: ENGR and FCCS are proposing a new Master of Design professional program. This program revolves around four distinct words at create the acronym DICE (Design, Innovation, Creativity and Entrepreneurship). The use of DICE both celebrates and illustrates the content areas and the intention of the proposed professional master's degree.

Proposed Academic Calendar Entry:	**Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name **Present Academic Calendar Entry:**
Courses by Subject Name [...] DATA Data Science **DICE** **Design, Innovation, Creativity, Entrepreneurship** DIHU Digital Humanities ECED Early Childhood Education [...]	Courses by Subject Name [...] DATA Data Science DIHU Digital Humanities ECED Early Childhood Education [...]

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Curriculum Proposal Form
New Course – Okanagan campus

Category: 1	
School of Engineering & Faculty of Creative and Critical Studies **Approval Dates:** 2021.02.18 /2021.03.03 **Effective Session:** 2021W	**Date:** 2021.04.01 **Contact People:** Dr. Yang Cao (yang.cao@ubc.ca) Dr. Greg Garrard (greg.garrard@ubc.ca)
Type of Action: New Course	
Rationale: This course provides the theoretical underpinnings for the M.Des. program. It positions Design, Creativity and Innovation within Entrepreneurship and provides both history and context for the four program pillars.	

Proposed Academic Calendar Entry: **DICE 501 (3) Design and Innovation** **Design thinking within the history of innovation; cultural theory; contemporary local and global challenges. Management of the design process drawing on principles of creativity, design and engineering.**	**Draft Academic Calendar URL:** **Present Academic Calendar Entry:** N/A

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Curriculum Proposal Form
New Course – Okanagan campus

Category: **1**	
School of Engineering & Faculty of Creative and Critical Studies **Approval Dates:** 2021.02.18 /2021.03.03 **Effective Session:** 2021W	**Date:** 2021.04.01 **Contact People:** Dr. Yang Cao (yang.cao@ubc.ca) Dr. Greg Garrard (greg.garrard@ubc.ca)
Type of Action: New Course	
Rationale: This course situates M.Des. within the field of participatory research and aligns that positioning with the design thinking process. The course introduces students to the initial components of design thinking – empathy and definition by shares in which to use human centred approaches to work **with** clients and participants.	

Proposed Academic Calendar Entry: **DICE 502 (3) Innovation and Participatory Research** **Undertake participatory and community-based approaches to design, and develop reflective practice as socially responsible entrepreneurs. Participatory research, Indigenous Ways of Knowing and community-based creative approaches contribute to problem finding and project design.**	**Draft Academic Calendar URL:** **Present Academic Calendar Entry:** N/A

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Curriculum Proposal Form
New Course – Okanagan campus

Category: 1	
School of Engineering & Faculty of Creative and Critical Studies **Approval Dates:** 2021.02.18 /2021.03.03 **Effective Session:** 2021W	**Date:** 2021.04.01 **Contact People:** Dr. Yang Cao (yang.cao@ubc.ca) Dr. Greg Garrard (greg.garrard@ubc.ca)
Type of Action: New Course	
Rationale: This course provides both a theorical and an applied opportunity for students to understand the importance of making their thinking and designs visual, shareable and tangible.	

Proposed Academic Calendar Entry:	**Draft Academic Calendar URL:** **Present Academic Calendar Entry:**
DICE 503 (3) Visualization and Virtualization of Design and Production Cycle **Visualization and virtualization for creativity and innovation. Develop advanced design thinking, focusing on ideation and preparing for prototyping and presentation.**	N/A

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Curriculum Proposal Form
New Course – Okanagan campus

Category: **1**	
School of Engineering & Faculty of Creative and Critical Studies **Approval Dates:** 2021.02.18 /2021.03.03 **Effective Session:** 2021W	**Date:** 2021.04.01 **Contact People:** Dr. Yang Cao (yang.cao@ubc.ca) Dr. Greg Garrard (greg.garrard@ubc.ca)
Type of Action: New Course	

Rationale: This course provides the theoretical underpinnings and the entrepreneurial considerations for the M.Des. program. It positions M.Des within social innovation and supports students as they conceptualize their designs.

Proposed Academic Calendar Entry:	**Draft Academic Calendar URL:** **Present Academic Calendar Entry:**
DICE 504 (6) Entrepreneurship and Social Innovation **Develop skills in customer-orientated design and innovation through project-based learning. Situate entrepreneurship and social innovation within diverse work settings, including small businesses, social enterprises, First Nations, NGOs, and non-profits.**	N/A

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Curriculum Proposal Form
New Course – Okanagan campus

Category: 1	
School of Engineering & Faculty of Creative and Critical Studies **Approval Dates:** 2021.02.18 /2021.03.03 **Effective Session:** 2021W	**Date:** 2021.04.01 **Contact People:** Dr. Yang Cao (yang.cao@ubc.ca) Dr. Greg Garrard (greg.garrard@ubc.ca)
Type of Action: New Course	
Rationale: This course provides facilitated studio support to help students prototype their design concepts. Students will work with course instructors and mentors from the community.	

Proposed Academic Calendar Entry:	**Draft Academic Calendar URL:** **Present Academic Calendar Entry:**
DICE 505 (6) Studio Experience **Design work is implemented in a facilitated studio environment. Uses integral methods of working with creative technologies and connections with mentors and peers to refine projects.** *Prerequisite :* **DICE 501, DICE 502, DICE 503, DICE 504.**	N/A

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Curriculum Proposal Form
New Course – Okanagan campus

Category: **1**	
School of Engineering & Faculty of Creative and Critical Studies **Approval Dates:** 2021.02.18 /2021.03.03 **Effective Session:** 2021W	**Date:** 2021.04.01 **Contact People:** Dr. Yang Cao (yang.cao@ubc.ca) Dr. Greg Garrard (greg.garrard@ubc.ca)

Type of Action: New Course

Rationale: This course provides students with mentor support to prepare their designs for public presentation. It draws on the previous M.Des. course content, and it completes the design cycle by allowing students to pitch and test their concepts with the public.

Proposed Academic Calendar Entry:	**Draft Academic Calendar URL:** **Present Academic Calendar Entry:**
DICE 507 (6) Showcase **Product design and development synthesised in a project output and pitch presentation.** *Prerequisite :* **DICE 501, DICE 502, DICE 503, DICE 504.**	N/A

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Curriculum Proposal Form
New Program – Okanagan campus

Category: 1	
School of Engineering & Faculty of Creative and Critical Studies **Approval Dates:** 2021.02.18 /2021.03.03 **Effective Session:** 2021W	**Date:** 2021.04.01 **Contact People:** Dr. Yang Cao (yang.cao@ubc.ca) Dr. Greg Garrard (greg.garrard@ubc.ca)
Type of Action: Revision to COGS, FCCS, and ENGR and information pages.	
Rationale: Faculty of Creative and Critical Studies and School of Engineering propose to offer a new interdisciplinary graduate professional program, Master of Design, requiring revisions and additions to the faculty information pages.	

	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,0,0
Proposed Academic Calendar Entry: College of Graduate Studies Contents Introduction ... Computer Science Data Science **Design** Earth and Environmental Science Education …	**Present Academic Calendar Entry:** College of Graduate Studies Contents Introduction ... Computer Science Data Science Earth and Environmental Science Education
	Draft Academic Calendar URL: Other Graduate Programs (M.A.Sc., M.Eng., Ph.D.) - School of Engineering - Faculties, Schools, and Colleges - Okanagan Academic Calendar 2021/22 - UBC Student Services

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Proposed Academic Calendar Entry:	
Other Graduate Programs (M.A.Sc., M.Eng., M.Des., Ph.D.)	**Present Academic Calendar Entry:**
[16105] Information on the Master of Applied Science (M.A,Sc.), the Master of Engineering (M.Eng.), **the Master of Design (M.Des.)** and the Doctor of Philosophy (Ph.D.) programs can be found under the College of Graduate Studies.	**Other Graduate Programs (M.A.Sc., M.Eng., Ph.D.)**
	[16105] Information on the Master of Applied Science (M.A,Sc.), the Master of Engineering (M.Eng.), and the Doctor of Philosophy (Ph.D.) programs can be found under the College of Graduate Studies.
	Program Overview - Engineering - College of Graduate Studies - Faculties, Schools, and Colleges - Okanagan Academic Calendar 2020/21 - UBC Student Services
Program Overview *Degrees offered: M.A.Sc., M.Eng., **M.Des.** Ph.D.* …	**Program Overview** *Degrees offered: M.A.Sc., M.Eng., Ph.D.* The School of Engineering at the UBC Okanagan campus currently offers Master of Engineering (M.Eng.), Master of Applied Science (M.A.Sc.), and Doctor of Philosophy (Ph.D.) degrees with specialization in Civil, Electrical, and Mechanical Engineering.
The M.Des. is a professional program grounded in human centred, design orientation. The M.Des. curriculum and pedagogy explores critical design thinking, creative practice, and engineering principles within a culture of innovation, creativity and social and sustainable entrepreneurship. This degree is a unique, interdisciplinary state-of-the-art programmes delivered jointly by the School of Engineering (SOE) and Faculty of Creative and Critical Studies (FCCS) https://fccs.ok.ubc.ca/. …	The M.A.Sc. is a graduate-level study program requiring completion of a research thesis and coursework. Completion of a M.A.Sc. degree is normally required for admission to a Ph.D. program. The M.Eng. is a professional program suited to students who wish to pursue their engineering education beyond the undergraduate level but who do not wish to complete thesis research. See Engineering Programs of Study for more information.
	Courses of Study and Degrees Offered - Faculties, Schools, and Colleges - Okanagan Academic Calendar 2021/22 - UBC Student Services
Courses of Study and Degrees Offered	**Courses of Study and Degrees Offered**
[12806] Degrees Offered	**[12806] Degrees Offered**
Faculty of Applied Science	**Faculty of Applied Science**
Bachelor of Applied Science	Bachelor of Applied Science
Master of Applied Science	Master of Applied Science
Master of Engineering	Master of Engineering
Master of Design	Doctor of Philosophy

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Doctor of Philosophy	Ph.D.
Faculty of Arts and Social Sciences	
Bachelor of Arts	B.A.
Bachelor of Nsyilxcn Language	B.N.L.F
Master of Arts	M.A.
Doctor of Philosophy	Ph.D.
Faculty of Creative and Critical Studies	
Bachelor of Arts	B.A.
Bachelor of Fine Arts	B.F.A.
Bachelor of Media Studies	B.M.S.
Master of Arts in English	M.A. (English)
Master of Fine Arts	M.F.A.
Master of Design	

Faculty of Applied Science

[13691] Extending engineering studies to the graduate level is becoming increasingly important. At both the Okanagan and Vancouver campuses, the Faculty offers graduate programs leading to the degrees of Master of Engineering (M.Eng.), Master of Applied Science (M.A.Sc.), **Master of Design (M,Des.)** and Doctor of Philosophy (Ph.D.). Information regarding admission requirements for graduate programs offered at the UBC Okanagan campus can be obtained from the College of Graduate Studies.

Faculty of Creative and Critical Studies Graduate Programs

[16366] Information on the Master of Fine Arts (M.F.A.) program, the Master of Arts in English (M.A.)**, and the Master of**

Right column:

	B.A.
	B.N.
	M.A.
	Ph.D
	B.A.
	B.F.A
	B.M.
	M.A.
	M.F.

Faculty of Applied Science - Faculties, Schools, and Colleges - Okanagan Academic Calendar 2021/22 - UBC Student Services

Faculty of Applied Science

[13691] Extending engineering studies to the graduate level is becoming increasingly important. At both the Okanagan and Vancouver campuses, the Faculty offers graduate programs leading to the degrees of Master of Engineering (M.Eng.), Master of Applied Science (M.A.Sc.), and Doctor of Philosophy (Ph.D.). Information regarding admission requirements for graduate programs offered at the UBC Okanagan campus can be obtained from the College of Graduate Studies.

http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,1073,0

Faculty of Creative and Critical Studies Graduate Programs

[16366] Information on the Master of Fine Arts (M.F.A.) program ~~and~~ the Master of Arts in

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Design can be found under the College of Graduate Studies.

Introduction

[14409]

Note: the Faculty of Creative and Critical Studies also offers an M.A. in English, **a Master of Design in collaboration with the School of Engineering,** M.F.A., M.A. and Ph.D. degree programs under the Interdisciplinary Graduate Studies program.

English (M.A.) can be found under the College of Graduate Studies.

http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,831,0

Introduction
...

[14409]

Note: the Faculty of Creative and Critical Studies also offers an M.A. in English, M.F.A. ~~and~~ M.A. and Ph.D. degree programs under the Interdisciplinary Graduate Studies program

…

THE UNIVERSITY OF BRITISH COLUMBIA

20 May 2021

To: Okanagan Senate

From: Admissions and Awards and Curriculum Committees

Re: Admissions and Curriculum Proposals – Bachelor of Science (approval)

The Admissions and Awards and Curriculum Committees have reviewed the material forwarded to them by the Faculty of Science and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That the revised Earth and Environmental Sciences and Freshwater Science Bachelor of Science programs be approved.*

    a. From the Faculty of Science

        i. Bachelor of Science > Earth and Environmental Sciences

       ii. Bachelor of Science > Freshwater Science

Respectfully submitted,

Ms Tamara Ebl
Chair, Admissions and Awards Committee

Dr Yves Lucet
Chair, Curriculum Committee

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Admissions Proposal Form
Okanagan Campus

Category: **1**	
Faculty/School: Irving K Barber Faculty of Science **Dept./Unit:** Earth, Environmental and Geographic Sciences **Faculty/School Approval Date:** 20210326 **Effective Session:** 2021W	**Date:** 2020 12 18 **Contact Person: Dr. Craig Nichol** **Phone:** 250.807. 8087 **Email:craig.nichol@ubc.ca**
Type of Action: Change in Admission Requirements Change in Graduation Requirements	

Rationales:

1. EESC Minor: There is a minor edit in putting a "1" into superscript.
2. EESC Honours: The admissions requirement to Honours has been clarified, and the requirements between EESC and FWSC have been harmonized. Students who are doing four or five years for their degree have often begun taking 400 level courses at the time they apply for honours and so these have been added to the courses considered in the average..

   The courses that count use the language "applicable to the Major" as is found in many other Honours requirements. This means students cannot take electives outside EESC courses to increase their overall average when their average grades in EESC courses do not meet the average requirement.
3. A "notwithstanding" clause the same as listed by Data Science (http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,360,1102,1448) has been adopted to deal with transfer students and exceptional cases. Currently, students who transfer from another university only have their UBC courses assessed towards the honours admission criteria, and any 200, 300 or 400 level courses taken at another institution are not counted.. This entry allows the program the flexibility for the honours admission process to be equitable and fair between transfer students and UBC only students.
3. The Honours graduating average in upper level EESC courses has been modified to include the 6 credits of GISC courses that may be used in place of upper level EESC requirements. The requirement has been increased to 76% to recognize that students must perform well in EESC courses.

Draft Academic Calendar URL:
http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1449

Present Academic Calendar Entry:

[19142] Minor in Earth and Environmental Sciences for Arts Majors

[19143] To complete a Science minor, a Bachelor of Arts student must successfully complete 30 credits of Earth and Environmental Sciences[1] courses with at least 12 of these credits at the 300 or 400 level.

[19142] Minor in Earth and Environmental Sciences for Arts Majors

[19143] To complete a Science minor, a Bachelor of Arts student must successfully complete 30 credits of Earth and Environmental Sciences courses[1] with at least 12 of these credits at the 300 or 400 level.

[19144] [1]Students with a strong interest in Geospatial Information Science may wish to speak to an Earth, Environmental and Geographic Sciences department advisor about the Minor in Geospatial Information Science.

[19144] [1]Students with a strong interest in Geospatial Information Science may wish to speak to an Earth, Environmental and Geographic Sciences department advisor about the Minor in Geospatial Information Science.

[19145] Earth and Environmental Sciences Honours Program

[19146] The Earth and Environmental Sciences Honours program is designed for dedicated students in Earth and Environmental Sciences desiring a recognized research component in their B.Sc. degree. Students must maintain a high academic standing, and demonstrate their ability to undertake independent research through completion of an individual research project.

[19145] Earth and Environmental Sciences Honours Program

[19146] The Earth and Environmental Sciences Honours program is designed for dedicated students in Earth and Environmental Sciences desiring a recognized research component in their B.Sc. degree. Students must maintain a high academic standing, and demonstrate their ability to undertake independent research through completion of an individual research project.

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[19147] Admission Requirements

[19148]

- Fourth-year standing;
- A minimum grade average of 76% in 200-, **300- and 400-level courses applicable to the Major in Earth and Environmental Sciences**; and
- Enrolment in EESC 449 with a research project and supervisor approved by the department head.
- An individual research project as agreed upon by the student and the supervising faculty member.
- Permission of the Department Head.

In exceptional cases, such as transferees from another institution, a student may be admitted to the Honours program notwithstanding the criteria listed above.

[19149] Graduation Requirements

[19150]

- Completion of the course requirements for the Major in Earth and Environmental Sciences with EESC 449 Honours Thesis representing 6 of the 120 credits;
- A **minimum 76% graduating** grade average;
- A minimum average of **76**% in all **300- and 400-level** Earth and Environmental Sciences courses **including**

[19147] Admission Requirements

Fourth-yea**[19148]**

- Fourth-year standing;
- A minimum grade average of 76% in 200- ~~and 300-level courses~~; and
- Enrolment in EESC 449 with a research project and supervisor approved by the department head.
- An individual research project as agreed upon by the student and the supervising faculty member.
- Permission of the Department Head.

[19149] Graduation Requirements

[19150]

- Completion of the course requirements for the Major in Earth and Environmental Sciences with EESC 449 Honours Thesis representing 6 of the 120 credits;
- A ~~76% overall~~ grade average;
- A minimum average of ~~70~~% in all ~~upper-level~~ Earth and Environmental Sciences courses; and

up to 6 credits of Geospatial Information Science courses used to fulfill the program requirements; and • A minimum grade of 76% in EESC 449. A written thesis is required and the research must be publicly presented either as a seminar or poster.	• A minimum grade of 76% in EESC 449. A written thesis is required and the research must be publicly presented either as a seminar or poster.

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Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: **1**	
Faculty/School: Irving K Barber Faculty of Science **Dept./Unit:** Earth, Environmental and Geographic Sciences **Faculty/School Approval Date:** 20210326 **Effective Session:** 2021W	**Date:** 2020 12 18 **Contact Person: Dr. Craig Nichol** **Phone:** 250.807. 8087 **Email:craig.nichol@ubc.ca**
Type of Action: Change in Requirements	
Rationales: 1. The geoscience regulatory body has changed its name. 2. Data 101 is being added to the list of approved courses. It provides foundational programming skills in the R language and an introduction to data science. 3. A Communication Requirement line item is introduced to include courses that fulfill the BSC requirements. This wording matches the wording used in the B.Sc. at the Vancouver campus (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1463). The coursework that fulfills the requirement has been placed in a footnote. This allows the list of allowable courses to be placed immediately next to the other conditions of the requirement and will more clearly direct student attention to the full conditions of the requirement. In particular, it allows us to remind students of the BSC requirement that 6 credits must be completed prior to 4th year. This is an important reminder for students who choose to wait to take BIOL 313 or EESC 398 Technical Communications (course proposed) as these should be completed in third year. Similar to wording contained in the BSC requirements in Vancouver, a provision has been made to accommodate students with coursework including writing or communications skills that are not listed in the requirements. For example, students who transfer with writing or communications courses that do not transfer to UBC as the numbered courses listed, but whose learning outcomes matches the intent of the Communications Requirement. The program advisor would compare learning outcomes to learning outcomes of courses contained within the list already and consult with instructors of the most closely related courses. 4. Statistics requirement: Stat 121 fulfills the learning outcomes for statistics in the EESC program. With 4 listed options, the list of alternatives was removed. No EESC students are known to have ever taken SOCI 271 or PSYO 271. 5. The "Science Electives (200 Level)" line item has been repeatedly misinterpreted by students as indicating that they are *required* to take something other than EESC, which is not the intention. Some do not see the footnote, particularly as the footnote numbering was misaligned by the last update.	

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The intention is that the majority of students take EESC courses required for professional registration, but that there may be rare students taking other science courses to customize their programs that would benefit from some flexibility. The new wording makes this clearer.

6. The listing of the number of courses that fulfill the upper level requirements has been removed. The number of courses is not accurate if course are not all 3 credit courses (eg: EESC 449 or special topics courses).

7. The word "electives" has been removed from the upper level science requirement. The inclusion of "electives" in this line item has been repeatedly misinterpreted by students as indicating that they are *required* to take something other than EESC, which is not the intention. Students completing programs that fulfill Engineers and Geoscientists BC syllabus requirements for geoscience need to use all these credits to fulfill syllabus requirements. Other students use these to fulfill syllabus requirements towards professional agrologist with the BC Institute of Agrologists.

8. Some changes made for clarity and consistency. The 100 Chemistry courses have been split to two lines for clarity to match how the two physics courses are listed. The order of saying 200 level or 300- or 400- level has been made consistent.

9. PHYS 102 is proposed to be discontinued and will be removed from the first- and second-year course list.

Note: The numbering on all footnotes is shown in a larger font size than normal just for clarity, and it not intended to represent a change in font size in the actual calendar.

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[19129] Major in Earth and Environmental Sciences

[19130] The Earth and Environmental Sciences B.Sc. program provides an education reflecting the multi-disciplinary nature of the field. Students will acquire a fundamental understanding of past and present relationships among air, water, rocks and minerals, and biota. Flexible program requirements allow students to acquire a degree that meets their personal objectives. Students can highlight the environment or the solid earth and enhance their program with related elective courses from Biochemistry, Biology, Chemistry, Geography, Mathematics, and Statistics. Programs can also be designed to meet curriculum guidelines required by professional organizations[1]. For example, students are referred to **the Geoscientists Canada** and **the** Engineers and Geoscientists British Columbia websites for syllabus requirements for registration as a Professional Geoscientist. Registration with other national and provincial bodies may be possible with careful course selection.

[19131] [1]Professional registration in geoscience and other related fields is managed by organizations external to UBC. Efforts are made to ensure that the relevant UBC courses meet

Draft Academic Calendar URL:
http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1449

Present Academic Calendar Entry:

[19129] Major in Earth and Environmental Sciences

[19130] The Earth and Environmental Sciences B.Sc. program provides an education reflecting the multi-disciplinary nature of the field. Students will acquire a fundamental understanding of past and present relationships among air, water, rocks and minerals, and biota. Flexible program requirements allow students to acquire a degree that meets their personal objectives. Students can highlight the environment or the solid earth and enhance their program with related elective courses from Biochemistry, Biology, Chemistry, Geography, Mathematics, and Statistics. Programs can also be designed to meet curriculum guidelines required by professional organizations[1]. For example, students are referred to ~~Canadian Council of Professional Geoscientists (CCPG)~~ and Engineers and Geoscientists British Columbia websites for syllabus requirements for registration as a Professional Geoscientist. Registration with other national and provincial bodies may be possible with careful course selection.

[19131] [1]Professional registration in geoscience and other related fields is managed by organizations external to UBC. Efforts are made to ensure that the relevant UBC courses meet provincial and national registration requirements, but students are reminded that the final

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provincial and national registration requirements, but students are reminded that the final decision on course acceptance and registration rests with these external organizations.

[19132]

First and Second Years[1]	Credits
Two of EESC 101, 111, 121	6
Two of BIOL 116, 125, COSC 101, 111, 114, 121, **DATA 101**	6
CHEM 111 or CHEM 121	**3**
CHEM 113 or CHEM 123	**3**
MATH 100, 101	6
PHYS 111 or 112	3
PHYS 121 or 122	3
Communication Requirement [2]	6
One of BIOL 202; GEOG 271, STAT 121, 230	3
EESC 200-level courses:	9
EESC or other Science 200-level courses: [3]	6
Non-Science electives	6
Total Credits	60

[19133]

Third and Fourth Years[1]	Credits
EESC 300- and 400-level courses [4]	18

decision on course acceptance and registration rests with these external organizations.

[19132]

First and Second Years[1]	Credits
Two of EESC 101, 111, 121	6
Two of BIOL 116, 125, COSC 101, 111, 114, 121	6
~~CHEM 111 or CHEM 121; and CHEM 113 or CHEM 123~~	~~6~~
MATH 100, 101	6
PHYS 111 or 112	3
PHYS ~~102,~~ 121 or 122	3
~~ENGL 109, or two of 112, 113, 114, 150, 151, 153, 154, 155, or 156~~	~~6~~
~~STAT 230 or equivalent course (e.g. BIOL 202; GEOG 271; PSYO 271; SOCI 271)~~	~~3~~
~~At least three~~ 200-level EESC courses	~~9~~
~~Science Electives (200-level)~~ [3]	~~6~~
Non-Science electives	6
Total Credits	60

[19133]

Third and Fourth Years[1]	Credits
~~Any six~~ EESC 300- and 400-level courses [3]	18

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EESC or GISC 300- and 400-level courses	6	~~Two~~ EESC or GISC 300 or 400-level courses	6
EESC, GISC or other Science 300- and 400-level courses[5]	12	~~Upper-level Science electives[4]~~	12
Non-Science electives[6,7]	6	Non-Science electives[~~5~~,6]	6
Electives[7]	18	Electives[~~6~~]	18
Minimum total credits for degree	120	Minimum total credits for degree	120

[19134] [1]Students are advised to consult a departmental program advisor or the program website for guidance on which courses to take in first and second year. The choice of courses, and the order to take them in, may vary depending on student interests. Careful selection of courses at all levels may be required to meet the requirements of registration in some professional organizations. Consultation with a departmental program advisor is recommended at the end of 1st-year or in the first weeks of 2nd year if a student is aiming to meet requirements of professional registration.

[2]Communication Requirement: This may be fulfilled by 6 credits from: APSC 176, 201, CORH 203, ENGL 109,112, 113, 114, 150, 151, 153, 154, 155, 156, BIOL 313, EESC 398. In exceptional circumstances, such as transfer students, other courses may be permitted by

[19134] [1]Students are advised to consult a departmental advisor or the program website for guidance on which courses to take in first and second year. The choice of courses, and the order to take them in, may vary depending on student interests. Careful selection of courses at all levels may be required to meet the requirements of registration in some professional organizations. Consultation with a departmental program advisor is recommended at the end of 1st-year or in the first weeks of 2nd year if a student is aiming to meet requirements of professional registration.

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the program advisor. Students who have not completed the Communication Requirement by the time they enter fourth year will not be permitted to enrol in any courses other than courses that satisfy the requirement.

[19135] ³Students may choose 200-level courses from Earth and Environmental Sciences courses, Geography courses accepted as science courses, or from across the sciences. Students should consult with a program advisor to select courses to match their intended program of study and professional registration intentions.

[19136] ⁴A few upper-level Earth and Environmental Sciences courses are offered in alternate years. Planning with a department advisor is recommended.

[19137]] ⁵Students may choose from Earth and Environmental Sciences courses, Geospatial Information Science courses, Geography courses accepted as science courses, or from across the sciences. **Students should consult with a program advisor to select courses to match their intended program of study and professional registration intentions.**

[19138] ⁶Those Geography courses regarded as Science courses cannot be used for Non-Science credit. See the Bachelor of Science Degree Requirements for a list.

[19135] ²Students may choose 200-level courses from Earth and Environmental Sciences courses, Geography courses accepted as science courses, or from across the sciences. Students should consult with a program advisor to select courses to match their intended program of study and professional registration intentions.

[19136] ³A few upper-level Earth and Environmental Sciences courses are offered in alternate years. Planning with a department advisor is recommended.

[19137] ⁴Students may choose from Earth and Environmental Sciences courses, Geospatial Information Science courses, Geography courses accepted as science courses, or from across the sciences.

[19138] ⁵Those Geography courses regarded as Science courses cannot be used for Non-Science credit. See the Bachelor of Science Degree Requirements for a list.

[19139] ⁶At least 6 credits of these electives must be at upper-level.

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THE UNIVERSITY OF BRITISH COLUMBIA

[19139] ⁷At least 6 credits of these electives must be at upper-

level.

UBC's Okanagan campus – Curriculum Proposal Form   Version: August, 2019

UBC | THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: **1**	
Faculty/School: Irving K Barber Faculty of Sciences **Dept./Unit:** Earth, Environmental and Geographic Sciences **Faculty/School Approval Date:** 20210326 **Effective Session:** 2021W	**Date:** 2020 12 18 **Contact Person:** Dr. Craig Nichol **Phone:** 250.807. 8087 **Email:craig.nichol@ubc.ca**
Type of Action: Change in Admission Requirements Change in Graduation Requirements	

Rationales:

1. The averages required for honours have been changed to better harmonize requirements to those of other Honours, particularly EESC. The use of "Overall" average has been removed as it has no clear meaning in the calendar. The average requirement has been changed to better reflect that students must be high achievers in core Freshwater Science offerings.
2. A "notwithstanding" clause the same as listed by Data Science (http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,360,1102,1448) has been adopted to deal with transfer students and exceptional cases. Currently, students who transfer from another university only have their UBC courses assessed towards the honours admission criteria, and any 200, 300 or 400 level courses taken at another institution are not counted.. This entry allows the program the flexibility for the honours admission process to be equitable and fair between transfer students and UBC only students.

Note: The numbering on all footnotes is shown in a larger font size than normal just for clarity, and it not intended to represent a change in font size in the actual calendar.

Proposed Calendar Entry	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1453
[19212] Freshwater Science Honours Program	**Present Academic Calendar Entry:** [19212] Freshwater Science Honours Program
[19213] The Freshwater Science Honours program is designed for dedicated students in Freshwater Science desiring a recognized research component in their B.Sc. degree. Students must maintain a high academic standing, and demonstrate their ability to undertake independent research through completion of an individual research project.	[19213] The Freshwater Science Honours program is designed for dedicated students in Freshwater Science desiring a recognized research component in their B.Sc. degree. Students must maintain a high academic standing, and demonstrate their ability to undertake independent research through completion of an individual research project.
[19214] Admission Requirements [19215] • Fourth-year standing; • **A minimum grade average of 76% in 200-, 300- and 400-level courses applicable to the Major in Freshwater Sciences**; • Enrolment in EESC 449 with a research project and supervisor approved by the department head. • An individual research project as agreed upon by the student and the supervising • Permission of the Department Head.	*[19214] Admission Requirements* [19215] • Fourth-year standing; • ~~A minimum overall grade average of 76%; and~~ • Enrolment in EESC 449 with a research project and supervisor approved by the department head. • An individual research project as agreed upon by the student and the supervising • Permission of the Department Head.

<table>
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In exceptional cases, such as transferees from another institution, a student may be admitted to the Honours program notwithstanding the criteria listed above.

[19216] Graduation Requirements
 [19217]

- Completion of the course requirements for the Major in Freshwater Science with EESC 449 Honours Thesis representing 6 of the 120 credits;

- A 76% **graduating** grade average;

- A minimum average of 7**6**% in all **300- and 400-level courses applicable to the Major in Freshwater Sciences**; and

- A minimum grade of 76% in EESC 449. A written thesis is required and the research must be publicly presented as a seminar or poster.

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[19216] Graduation Requirements
 [19217]

- Completion of the course requirements for the Major in Freshwater Science with EESC 449 Honours Thesis representing 6 of the 120 credits;

- A 76% ~~overall~~ grade average;

- ~~A minimum average of 70% in all upper-level Earth and Environmental Sciences courses; and~~

- A minimum grade of 76% in EESC 449. A written thesis is required and the research must be publicly presented as a seminar or poster.

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UBC THE UNIVERSITY OF BRITISH COLUMBIA

Curriculum Proposal Form
New/Change to Course/Program – Okanagan campus

Category: **2**	
Faculty/School: Irving K Barber Faculty of Science **Dept./Unit:** Earth, Environmental and Geographic Sciences **Faculty/School Approval Date:** 20210326 **Effective Session:** 2021W	**Date:** 2020 12 18 **Contact Person: Dr. Craig Nichol** **Phone:** 250.807. 8087 **Email:craig.nichol@ubc.ca**
Type of Action: Change in Requirements	

Rationales:

1 A Communication Requirement line item is introduced to include courses that fulfill the BSC requirements. This wording matches the wording used in the B.Sc. at the Vancouver campus (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1463). The coursework that fulfills the requirement has been placed in a footnote. This allows the list of allowable courses to be placed immediately next to the other conditions of the requirement and will more clearly direct student attention to the full conditions of the requirement. In particular, it allows us to remind students of the BSC requirement that 6 credits must be completed prior to 4th year. This is an important reminder for students who choose to wait to take BIOL 313 or EESC 398 Technical Communications (course proposed) as these should be completed in third year.

  Similar to wording contained in the BSC requirements in Vancouver, a provision has been made to accommodate students with coursework including writing or communications skills that are not listed in the requirements. For example, students who transfer with writing or communications courses that do not transfer to UBC as the numbered courses listed, but whose learning outcomes matches the intent of the Communications Requirement. The program advisor would compare learning outcomes to learning outcomes of courses contained within the list already and consult with instructors of the most closely related courses.

2. Statistics requirement: The Statistics program has changed the requirements for Stats 230 to make the course more applicable as a 2nd year foundational course in their discipline. Stat 121 fulfills the learning outcomes for statistics in the FWSC program. With four courses in the list of options, providing alternatives was not necessary. No FWSC majors are known to have taken either SOCI 271 or PSYO 271.

3. Some changes made for clarity and consistency. The 100 Chemistry courses have been split to two lines for clarity to match how the two physics courses are listed.

4. PHYS 102 is proposed to be deleted and will be removed from the course list in first- and second-year.

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Note: The numbering on all footnotes is shown in a larger font size than normal just for clarity, and it not intended to represent a change in font size in the actual calendar.

Proposed Calendar Entry	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1453 Present Academic Calendar Entry:

Proposed Calendar Entry

Freshwater Science

[19204] Major in Freshwater Science

[19205] The Freshwater Science program integrates and synthesizes aquatic aspects of biology, chemistry, geography, and earth and environmental sciences. Students will study water quality and quantity, aquatic organisms, and the health of aquatic ecosystems

[19206] This program prepares students for careers related to inland aquatic ecosystems. Graduates of this program will acquire the skills and knowledge necessary to deal with future national and international freshwater environmental problems - both in water quality and quantity. In addition to employment in freshwater and environmental sectors, graduates will be prepared for graduate study and research in freshwater science.

[19207]

First Year	Credits
BIOL 116, 125	6

Draft Academic Calendar URL:
http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,360,1102,1453
Present Academic Calendar Entry:

Freshwater Science

[19204] Major in Freshwater Science

[19205] The Freshwater Science program integrates and synthesizes aquatic aspects of biology, chemistry, geography, and earth and environmental sciences. Students will study water quality and quantity, aquatic organisms, and the health of aquatic ecosystems

[19206] This program prepares students for careers related to inland aquatic ecosystems. Graduates of this program will acquire the skills and knowledge necessary to deal with future national and international freshwater environmental problems - both in water quality and quantity. In addition to employment in freshwater and environmental sectors, graduates will be prepared for graduate study and research in freshwater science.

[19207]

First Year	Credits
BIOL 116, 125	6

CHEM 111 or CHEM 121	**3**		~~CHEM 111 or CHEM 121; and CHEM 113 or~~ ~~CHEM 123~~	~~6~~
CHEM 113 or CHEM 123	**3**		EESC 101, 111	6
EESC 101, 111	6		MATH 100, 101	6
MATH 100, 101	6		PHYS 111 or 112	3
PHYS 111 or 112	3		PHYS ~~102,~~ 121 or 122	3
PHYS 121 or 122	3		Total Credits	30
Total Credits	30		[19208]	
[19208]				

Second Year			Second Year	
BIOL 201	3		BIOL 201	3
One of BIOL 202, GEOG 271, STAT 121, 230	3		~~BIOL 202, STAT 230, or equivalent course~~ ~~(e.g.: GEOG 271; PSYO 271; SOCI 271)~~	3
CHEM 201	3		CHEM 201	3
CHEM 211	3		CHEM 211	3
EESC 205, 222	6		EESC 205, 222	6
Communication Requirement[1]	6		~~ENGL 109, or two of 112, 113, 114, 150, 151,~~ ~~153, 154, 155, or 156~~	6
Non-science electives	6		Non-science electives	6
Total Credits	30		Total Credits	30
[19209]			[19209]	

Third and Fourth Years			Third and Fourth Years	
BIOL 308, 375[2]	6		BIOL 308, 375[1]	6
CHEM 301	3		CHEM 301	3
EESC 212	3		EESC 212	3
EESC 301	3		EESC 301	3
EESC 402	3		EESC 402	3
One of 305, 342, 413, 435	3		One of EESC 305, 342, 413, 435	3

Two of EESC 309, EESC 323, EESC 423	6
One of EESC 313, EESC 314, EESC 315, GEOG 310, GEOG 314	3
Upper-level Science electives	9
Non-Science electives [3]	6
Electives [3]	15
Total Credits	60
Minimum Credits for Degree	120

[1] Communication Requirement: This may be fulfilled by 6 credits from: APSC 176, 201, CORH 203, ENGL 109,112, 113, 114, 150, 151, 153, 154, 155, 156, BIOL 313, EESC 398. In exceptional circumstances, such as transfer students, other courses may be permitted by the program advisor. Students who have not completed the Communication Requirement by the time they enter fourth year will not be permitted to enrol in any courses other than courses that satisfy the requirement.

[19210] [2] In lieu of BIOL 375, two of BIOL 204, 205, 209, 210 will be accepted.

[19211] [3] At least 6 credits of these electives must be at upper-level.

Two of EESC 309, EESC 323, EESC 423	6
One of EESC 313, EESC 314, EESC 315, GEOG 310, GEOG 314	3
Upper-level Science electives	9
Non-Science electives [2]	6
Electives [2]	15
Total Credits	60
Minimum Credits for Degree	120

[19210] [1] In lieu of BIOL 375, two of BIOL 204, 205, 209, 210 will be accepted.

[19211] [2] At least 6 credits of these electives must be at upper-level.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7
www.senate.ubc.ca/okanagan

20 May 2021

To: Okanagan Senate

From: Okanagan Senate Learning & Research Committee

Re: Policy O-250: *Emeritus Status*

The Policy O-250 outlines the criteria for granting or revoking emeritus status. The proposed revisions affect procedures dating from 2014 and bring these procedures in alignment with other faculty related processes. Specifically, the Head of department is involved in making recommendations to the Dean around the granting of emeritus status. This revision adds an element of evaluation, beyond the mathematical eligibility criteria, to recognize and ascertain the prestige that this title carries.

The policy underwent a formal consultation period beginning on April 9, 2021. The consultation request was sent out to 42 addresses: Deans, Directors, and Heads; Students Union Okanagan; Disability Resource Centre; Centre for Teaching and Learning; AVP Students; Academic Advising; Enrolment Services; Office of the Ombudsperson for Students; University Library; Office of the Provost; and Office of University Counsel. Also included was a prompt to circulate the consultation request more broadly.

A reminder email with corrections was circulated on April 21, 2021. The reply period ended on Tuesday, May 4th 2021 at 4:00 pm.

Three (3) responses were received.
Three (3) responses were positive: one **(1)** included detailed rationale, and **(2)** expressed general approval.

The Committee considered the feedback received in preparing the proposed revisions to Policy O-250 and recommends the following:

Motion:

"That Senate approve the revisions to Policy O-250: Emeritus Status, as presented."

Respectfully submitted,

Dr. Karen Ragoonaden, Chair
Senate Learning & Research Committee

THE UNIVERSITY OF BRITISH COLUMBIA
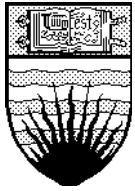
SENATE POLICY: O - 250

OKANAGAN SENATE
3333 University Way
Kelowna, BC V1V 1V7

Number & Title

O-250: *Emeritus Status*

Effective Date:

23 April 2014

Approval Date:

Proposed for consideration by the *Okanagan Senate* on 23 April 2014.

Review Date:

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *responsible committee.*

Responsible Committee:

Learning & Research Committee of the *Okanagan Senate*

Authority:

University Act,
S. 5(1)

"The convocation of a university is composed of the following persons:

> *(f)   all persons whose names are added to the roll of the convocation by the senate;*

S. 9

> *(1) The senate is to make rules governing procedure for the transaction of business by the convocation.*
> *(2) The senate may add names to the roll of the convocation under section 5.*

S. 37(1)

The academic governance of the university is vested in the senate and it has the following powers:

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> *(b)   to establish committees it considers necessary and, by 2/3 vote of its members present, to delegate to one or more committees those of its powers as it may determine*

Purpose and Goals:

This policy outlines the criteria for granting or revoking emeritus status.

Applicability:

This policy is applicable to employees of the *University* who retire or resign while holding tenured appointment as a Professor, Professor of Teaching, Associate Professor, Assistant Professor, Senior Instructor or a confirmed appointment as a General Librarian or Administrative Librarian.

Exclusions:

None.

Definitions:

None.

Policy:

(1) To be eligible for emeritus status, an individual must:

     a. Have a combined age at retirement/resignation plus years of full-time service to the *University* of 70 or more;
     b. Have held a full-time tenured position at the rank of Professor, Professor of Teaching, Associate Professor, Assistant Professor or Senior Instructor. Librarians must have held a Confirmed appointment; and
     c. Not be retiring or resigning from the *University* in order to take up a faculty appointment in another university. If an individual is retiring or resigning from the *University* in order to take up such appointment, he or she may be considered for emeritus status once he or she has retired or resigned from that or any other such subsequent appointment.

(2) Emeritus status shall generally result in a title that corresponds with a person's rank and appointment at the time of retirement or resignation with the word "Emeritus" or "Emerita" (at the individual's preference) added thereafter; however, a retiring or resigning employee may specify a previously-held appointment (e.g., in another department or discipline) if he or she views it as more appropriate.

(3) Should a person eligible for emeritus status have also held an administrative position as a President, Vice-President, Registrar, or Dean of the *University,*

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they shall have the option of specifying this title as the basis of their emeritus title in lieu of the title corresponding to their academic appointment at the time of retirement or resignation.

(4) At the completion of their final term of office, a former chancellor shall automatically be granted emeritus status and the rank of Chancellor Emeritus.

(5) Individuals who did not meet the meet the eligibility for emeritus status set out in Section 1 at the time of their retirement or resignation, but who subsequently do so may apply for the status to be granted.

(6) Senate, at its discretion, may decide under exceptional circumstances, not to grant emeritus status or to revoke emeritus status from an individual.

(7) The *responsible committee* shall establish procedures under this policy for the recommendation and consideration of emeritus status and for appealing a negative recommendation.

Calendar Statement:

There are no calendar statements under this policy.

Consultations

The following groups have been consulted during the development of this policy:

Human Relations

History:

This is the first version of this policy.

Related Policies:

None

Appendix:

There is no appendix to this policy.

Procedures:

1. In May and December of each year, Human Relations will forward a list to the *responsible committee* via the Registrar of retiring or resigning faculty members who meet the combined age and service requirement set out in Section 1 of the Policy.

3

In May and December of each year, Faculty Relations will forward a list to the Deans of Faculties and the University Librarian via the Registrar of the retiring or resigning faculty member/librarian who meet the combined age and service requirement set out in Section 1 of the Policy. Deans and the University Librarian will forward the list to the Heads of departments of the retiring or resigning faculty member/librarian.

2. ~~Upon *responsible committee* recommendation, a list of individuals eligible for emeritus status will be forwarded to *Senate* for approval.~~

   Heads, upon consultation with tenured and tenure-track faculty members of their department or, in the case of librarians, confirmed and confirmation-track librarians, will provide a recommendation on emeritus status to the Dean or the University Librarian. The Dean or the University Librarian will review the departmental recommendation and provide a recommendation to the responsible committee.

   Upon *responsible committee* recommendation, a list of individuals eligible for emeritus status will be forwarded to *Senate* for approval.

3. Following *Senate* approval, the Registrar shall notify individuals of their emeritus status by letter and add all emeriti to the Roll of Convocation.

4. Should a faculty or the *responsible committee* decide not to recommend an individual for emeritus status – or recommend their status at a rank or title they do not consider appropriate – they may appeal that recommendation to the Provost who shall review the matter and make whatever recommendation to the *Senate* he or she considers appropriate.

5. The *University* is not obliged to offer any privilege or benefit to those with emeritus status; however, it recognizes the following traditional benefits:

   a. Complimentary parking on campus (taxable benefit)
   b. Free library card
   c. Tuition waivers for Emeriti under age 65 (any BC resident age 65 or older is eligible for free tuition)
   d. Tuition waivers for dependent children
   e. Office and/or Research space (as available, subject to Department approval and arrangements)
   f. Membership in the Association of Professors Emeriti

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THE UNIVERSITY OF BRITISH COLUMBIA

20 May 2021

To: Okanagan Senate

From: Okanagan Senate Learning & Research Committee

Re: *Report to UBC Senates: Progress on Student Experience of Instruction Recommendations*

Following the May 2020 Senate endorsement of the recommendations of the Student Evaluations of Teaching Working Group, a Steering Committee, and an Implementation Committee were struck to work towards operationalizing the recommendations. This report provides an update on progress made with respect to the May 2020 recommendations.

 The proposed implementation timeline is:

- May 2021 - pilot testing of the revised survey questions with students
- June/July 2021 - quantitative analysis of the questions and finalizing the questions
- August 2021 - reporting to the Vancouver Teaching and Learning and the Okanagan Learning and Research Committees
- September 2021 - implementation of the new questions.

The Learning & Research Committee is pleased to present, for information and discussion, the *Report to UBC Senates: Progress on Student Experience of Instruction Recommendations*, as attached.

Respectfully submitted,

Dr. Karen Ragoonaden, Chair
Senate Learning & Research Committee

Report to UBC Senates: Progress on Student Experience of Instruction Recommendations

Report to Okanagan Senate Learning and Research Committee – April 9, 2021
Report to Vancouver Senate Teaching and Learning Committee – April 14, 2021

Contents

Introduction and background

In February 2019, a Student Evaluation of Teaching (SEoT) working group formed with membership across both UBC Okanagan and UBC Vancouver campuses. Working under the auspices of the UBCO Senate Learning and Research and the UBCV Senate Teaching and Learning committees, the group had the following remit:

1. Interrogate anonymized UBC data, to determine if there is evidence of potential biases.
2. Review and assess the recent literature on the effectiveness of SEoT, with particular reference to potential sources of bias in evaluations.
3. Review the University questions (UMI) used in SEoT in light of the data and available literature, recommending changes where appropriate.
4. Propose recommendations for appropriate metrics, effective analysis and presentation of data to support SEoT as a component of teaching evaluation.
5. Consider the implications any proposed changes may have on other components of teaching evaluation.

Through work and consultations done over an extended period, the SEoT working group presented a report to both the Okanagan and Vancouver Senates in May 2020. Included in the report was information about the working group's membership and consultation process, an annotated bibliography of research on bias in student evaluations of teaching, studies done at UBC on bias based on binary sex data, and information about a new set of metrics used in reporting SEoT results.

In addition, and most pertinent to the present purpose, the report included sixteen recommendations about student evaluations of teaching, which were endorsed by both Senates, see Appendix 1. In the Fall of 2020, two new committees were formed to oversee the process of implementing these recommendations, a Steering Committee and an Implementation Committee. Since one of the recommendations in the original working group's report was to change the name of the process from "student evaluations of teaching" to "Student Experience of Instruction" (SEI), these new committees are called the SEI Steering and SEI Implementation committees.

The SEI Steering Committee is made up of senior leaders, faculty and students on both campuses, and provides strategic guidance and oversight for the Implementation Committee, which is tasked with operationalizing the implementation of the recommendations. Please see Appendix 2 for membership of these groups.

Summary of implementation work

Since early Fall 2020 the Implementation Committee has worked collaboratively with the Planning and Institutional Research Office (PAIR), the Equity and Inclusion office (EIO), the Centre for Teaching, Learning & Technology (CTLT) and others on the recommendations put forth from the SEoT working group. In addition, the Implementation Committee has worked on creating a number of resources and events to communicate changes and work to date across both campuses, including a SEI website and a cross-campus open forum that was held on March 10th, 2021.

The main focus of work to date has been on the changes to the questions. This committee has also begun work on recommendations related to the need for additional data and analyses to better answer questions related to bias in SEI, as well as exploring how UBC could adopt a more integrative approach in the evaluation of teaching. Further details of work on each of the recommendations are presented throughout this report.

Engagement and pilot process for revised University Module Items

The Student Evaluations of Teaching (SEoT) working group recommended that the questions on end-of-course student surveys be focused on the student experience rather than the evaluation of teaching. Six core university questions were drafted, based on the six questions used in the Vancouver survey, to solicit feedback from students on their experiences in courses. In addition, the working group recommended that further data collection and analysis be undertaken, particularly for a proposed new question on feedback that would replace a previous question from the Vancouver survey on the fairness of assessment of student learning (see details on the proposed questions below, under Updates on Recommendations).

In taking this work forward, the SEI Implementation Committee developed an 8-step plan to evaluate and test the proposed core university questions within our community. In January 2021 we recruited student and faculty participants through email invitations. To ensure a diverse group of participants, we collected information about students' program of study, undergraduate/graduate program, year level, and international/domestic status during the recruitment phase. We asked faculty participants to provide us with information about their rank and their Faculty. Student participants received a $20 electronic gift card to thank them for their time. Faculty members did not receive any monetary incentive for their participation.

During the month of February, we held 16 one-hour focus groups with 116 students across both campuses, all year levels, undergraduate and graduate, and across a diversity of programs. The goal of the focus group discussions was to introduce the six proposed questions and to gain an understanding of how students interpreted and would respond to these survey questions. Further, we asked them to identify any possible confusion that might occur in terms of different interpretations or understanding of the questions. In addition, we asked for suggestions on how to improve the questions that might be interpreted differently across students or in different environments, such as in a large compared with a small class setting.

In late February/ early March we also held eight one-hour focus group sessions with faculty members, of which four involved Okanagan faculty and four involved Vancouver faculty. In total, 40 faculty members participated in the sessions, from a range of programs as well as from tenure-track and non-tenure track positions. Again, we asked them to provide insight on how they interpreted the proposed questions and their thoughts on how students would possibly understand and respond to the questions. We also collected suggestions from participants on possible ways to reword the questions.

Our next step was to conduct one-on-one interviews with students who had not participated in the previous focus group sessions, which also took place in March. These interviews are called think-aloud sessions or cognitive interviews. In these interviews, we asked students to speak aloud to verbalize their thoughts on how they interpret each of the six questions, what types of examples about the course they recall when responding to the question, and what information

Student Evaluation of Instruction Senate Report April 2021

they recall and consider when responding to each question. We conducted 29 interviews that each took between 45 minutes and one hour.

We have completed all of the focus group sessions and student interviews, and have transcribed all of the recordings. We are currently working on coding these transcriptions and conducting a thematic analysis of the qualitative results collected from students and faculty, including any concerns regarding possible biases in the questions. Through to the end of April we will be developing revised questions based on this feedback and then we will pilot test the new questions with a sample of students across UBC in May to early June. Once we have collected the responses to the questions, we will conduct a quantitative analysis of the student responses with the new questions, reviewing the results and following up with students on items needing further clarification.

Finally, we will make recommendations to the Senate Teaching and Learning Committee in Vancouver and the Senate Learning and Research Committee in the Okanagan for adoption of the new questions to be deployed starting September 2021.

Visual representation of the process and timeline provided below.
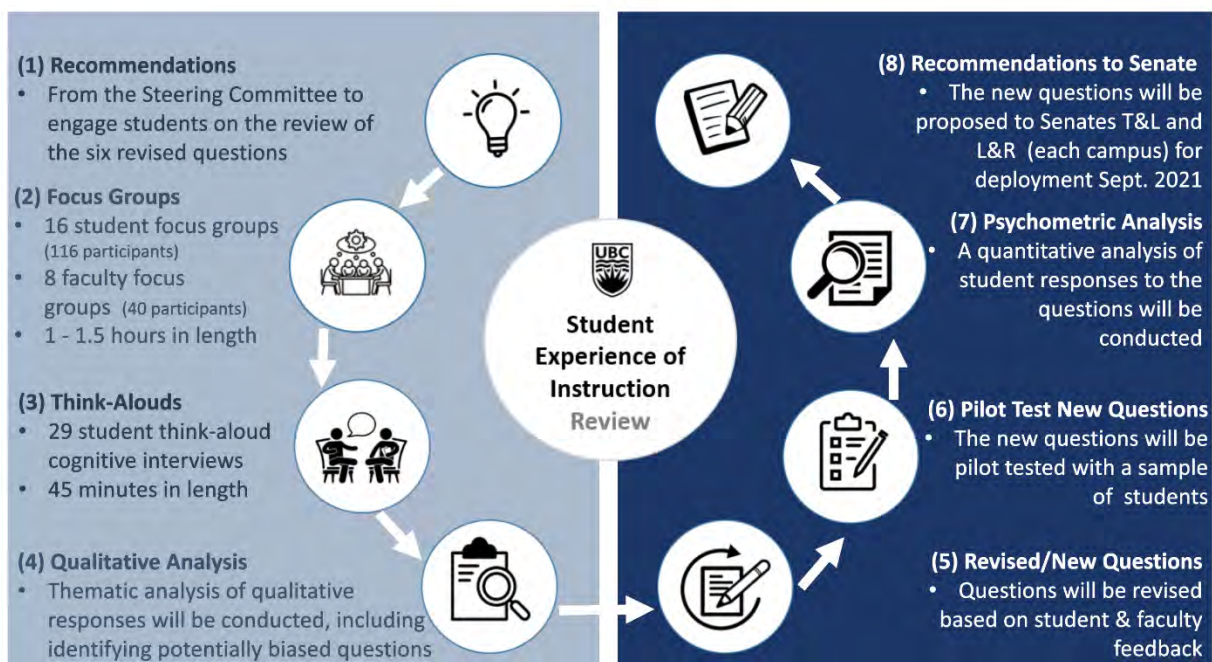
Timeline for process	Jan	Feb	March	April	May	June	July	Aug	Sep
Focus groups students & faculty	▓	▓	▓						
Conduct Think aloud Sessions			▓						
Qualitative Thematic analysis				▓	▓				
Revised/New Questions				▓	▓				
Pilot new questions					▓				
Psychometric Analysis						▓	▓		
Senate committees for review								▓	
Deploy the final questions									▓

Progress with recommendations

As noted above, in May 2020 sixteen recommendations about Student Evaluations of Teaching were endorsed by both the UBCO and UBCV Senates. Most of the work to implement these recommendations is still in progress; some of it will be completed by the beginning of September 2021, while other work will continue further into the next academic year and possibly beyond.

Student Involvement – Recommendations 1 – 4

The first set of recommendations focused on the role and contributions of students to the process of the evaluation of teaching. Under each of the recommendations below is an update on work to date.

1. **Evaluation of teaching should include student feedback.**

    Complete

    This recommendation reaffirmed the important role that student feedback plays in the evaluation of teaching; thus, end of course student surveys will continue as one aspect in that process.

2. **The name of the process by which student feedback is gathered should be changed from 'Student Evaluation of Teaching' to 'Student Experience of Instruction'.**

    In progress

    This recommendation has already been rolled out in a number of communications, including the SEI website and the open forum held in March 2021. A full switch to the new name will begin in all communications starting in September 2021.

3. **Questions asked of students should focus on elements of instruction based on their experience with instructor(s) in specific contexts and relationships.**

    In progress (see UMI questions, below)

    The wording changes to questions to be included in new student experience of instruction surveys are a result of this recommendation. Throughout the process of piloting and reframing the questions, students reflected on their perceptions of what the questions were asking and how they might be interpreted in different course contexts. They also made suggestions for improving the questions to ensure they capture various student experiences in courses.

4. **Student leadership on both campuses should be actively engaged in raising the profile of student feedback on instruction.**

   In progress

   Students have an important voice and perspective in work to improve the process of gathering student feedback and how it is used to evaluate and improve teaching at the university. Students have been invited and have participated in this initiative, including participation as members of the Steering and Senate committees, as well as in the work to refine the questions, as outlined above. Over the next few months, the Implementation Committee will be developing information for students about how results from the surveys are used at the university and advice for providing effective, constructive feedback. Partnering with students on this work will be very helpful, to ensure the information is useful to students.

   Discussions to further engage student leadership across both campuses will be undertaken by the Implementation Committee to ensure a dialogue and feedback on communication and implementation plans for the changes coming in September 2021.

University Module Items – Recommendations 5-9

5. **UMI-6 (*Overall the instructor was an effective teacher*) should be retained in the core question set, but modified.**
6. **Minor changes in wording of other UMI questions are suggested to better reflect the focus on each student's experience of instruction.**
7. **UMI-4 (Overall, evaluation of student learning was fair) should be removed from the common set**
8. **A new UMI item, pertaining to the usefulness of feedback, should be trialed.**
9. **There should be a common set of UMI questions asked across both campuses**

   In progress

   The current UMI 4 from the Vancouver student surveys (as noted in recommendation 7) will be removed as of September 2021, and both UBCO and UBCV will use the same set of University Module Items starting with Winter Term 1, Fall 2021 surveys (recommendation 9).

   Regarding recommendations 5, 6, and 8: The May 2020 SEoT Working Group report to Senates suggested the following wording for University Module Items 1-6:

   1. *The instructor made it clear what I was expected to learn*
   2. *I think that the instructor communicated the subject matter effectively*.
   3. *The instructor engaged me in the subject matter*
   4. *I have received feedback that supported my learning*
   5. *I think that the instructor showed concern for student learning*
   6. *Overall, this instructor was effective in helping me learn*

   As discussed above, this wording has been tested through student and faculty focus groups, and student interviews, yielding rich qualitative data that is being used to refine

the questions for pilot testing in a survey of students in early summer 2021. Further revision to the questions will be undertaken as needed before presenting to the Senate committees on both campuses for endorsement ahead of implementation in September 2021.

Data and Reporting – Recommendations 10-12

10. **Units should be supported to adopt a scholarly and integrative approach to evaluation of teaching.**

   In progress

   The Implementation Committee has drafted an outline for a discussion paper on integrative approaches to the evaluation of teaching (see Appendix 3). This paper will be completed by early Fall of 2021 and will present the current ways teaching is evaluated at UBC, rationale for moving to a more integrative approach, best practices from institutions who have adopted such an approach, and recommendations of how UBC should move forward in the development and implementation of an integrative approach to the evaluation of teaching.

   This discussion paper will contribute to the process of developing broader evaluation of teaching policies through the UBCV and UBCO Senate processes (see recommendations 15 and 16, below).

11. **Reporting of quantitative data should include an appropriate measure of centrality, distributions, response rates and sample sizes, explained in a way that is accessible to all stakeholders, regardless of quantitative expertise.**

   Complete

   Individual instructor reports of results have included the interpolated median (instead of the mean), the dispersion index (instead of the standard deviation), and the percent favorable (percentage of respondents who chose Agree or Strongly Agree on each question) since 2018 Winter Term 1.[1] These reports also include the response rate as well as a table with the recommended response rates according to the number of students in the course, based on research by Zumrawi, Bates, and Schroeder (2014).[2]

   The interpolated median, dispersion index, and percent favorable are explained on the new [Student Experience of Instruction website, under "Metrics."](#)

   Faculty preparing dossiers for tenure and promotion, as well as heads or directors, can request conversion of past results using previous metrics into the new metrics. In

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[1] Individual reports included both the previous and new metrics beginning in 2018 Winter Term 1, and only the new metrics beginning in 2020 Winter Term 1.

[2] Zumrawi, A.A., Bates, S.P. & Schroeder, M. (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? *Educational Research and Evaluation*, *20*(7-8), 557-563. DOI: [10.1080/13803611.2014.997915](#)

addition, unit heads, program directors, and dean's offices can request aggregate reports. Please see information about how to request aggregate data reports on the new Student Experience of Instruction website.

12. UBC should prioritize work to extract information from text/open comments submitted as part of the feedback process.

In progress

In addition to the quantitative information from the Likert-style questions on student surveys (interpolated median, dispersion index, and percent favorable), there are frequently text comments from students as well that may provide more in-depth information about students' experiences in courses. It is important to recognize that the comments sometimes include harmful and abusive language, including racist, sexist, ableist and other discriminatory statements and questions. The Implementation Committee has begun investigating a possible automated process for analyzing text comments to help with extracting meaning from them for formative purposes, for instructors to be able to more easily understand patterns in the comments. In time, this may also contribute to ways to address harmful comments on the surveys.

Qualitative data analysis to extract meaning from text is often done through one or more people reviewing the text, picking out themes and categories that either emerge from the data or are determined in advance, and assigning codes to particular pieces of text accordingly. It is possible to partly automate this process through natural language processing systems that can generate a set of themes or codes from a list of text comments, when can then be refined and categorized by human reviewers. Such systems can also tie these themes to sentiments expressed in the comments.

For example, a comment on a student survey could be:
- o "We didn't get our graded essays back in time to use the feedback on the next one. Which is too bad because the feedback was clear and helpful and could have been used to improve on the next paper."

An automated system might then yield the following themes and sentiments:[3]
- o "We didn't get our graded essays back in time..."
  - Theme: grading
  - Sentiment: negative
- o "the feedback was clear and helpful ..."
  - Theme: feedback
  - Sentiment: positive

After reviewing and refining the automated generation of themes and re-running the data through the system, it is then possible to build filters and visualizations that can help with extracting meaning from long lists of comments. Themes generated can then be linked back to lists of individual comments. Such a system could be used for individual instructors for formative purposes, to help them better understand students' experiences

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[3] It may also be possible, depending on the system, to expand the sentiments from a simple binary (positive or negative) to a range, such as a 5-point scale.

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in their courses, and possibly consider changes to their approach to teaching (if needed). It may also be possible to use this kind of system to pre-emptively remove harmful comments from individual reports of survey results (though this possibility needs to be further investigated).

The Implementation Committee has begun investigating such systems, and they will oversee a pilot test of one or more of these systems using SEI comments from faculty who volunteer to share their data for this purpose. A report on progress, and recommendations for moving forward, will be presented to UBCV and UBCO Senate committees and Senates during the 2021-2022 academic year.

Dealing with Bias – Recommendations 13-14

13. **UBC needs additional and regularized analysis of our own data to answer questions related to potential bias, starting with instructor ethnicity, as it is frequently highlighted as a potential source of bias in the literature on student evaluation of teaching.**

    In progress

    The Implementation Committee has been working with the EIO, PAIR, and the CTLT (who supports and operates the software used for SEI surveys and reports) on plans for regular analyses of SEI data for bias. So far, only analyses on binary sex data for faculty and students have been done using administrative data (see Appendix 3 of the May 2020 SEoT Working Group report to Senates); this is because there has not been enough other demographic data available to yield valid results if analyzed for bias. The current employment equity survey has a response rate of 66% and there is evidence that some non-response is not random, making the data insufficient for bias testing at this time. That is changing, however.

    A new employment equity survey has been rolled out for newly-hired UBC employees, and will be available for existing employees starting in September. The questions better address the range of how members of the UBC community self-identify, and may then lead to more people answering all the questions on the survey. There is also a plan for publicizing the new survey for existing employees to encourage all to fill it out even if they have already filled out the old one. The Implementation Committee is working with the EIO, PAIR, and the CTLT on processes and workflow for accessing and analyzing combined EE and SEI data in an anonymized way to analyze for bias, once there is further data from the new EE survey.

    In addition, there is work underway through a collaboration between the EIO, PAIR, Enrolment Services, and Enterprise Data Governance to collect further demographic data from students. As of March 2021, the project is in planning stages, with the aim to develop a survey to collect student demographic data, as well as governance processes for collection, storage, access, and approved uses of the data by early 2022.

    The Steering and Implementation Committees will work with the above groups to undertake analyses of SEI data for biases when governance processes are established and there is enough faculty and student demographic data available to yield valid

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results. They will also establish a process for continuing those analyses on a regular basis and reporting to both Senates.

14. **The work of collecting, integrating, interpreting and using feedback on teaching should mitigate against bias, but should not presume the complete removal of bias.**

   In progress

   As noted in response to the previous recommendation, regular analyses of SEI data for bias will continue to be conducted. It will then be possibly to recommend actions to be taken to mitigate bias, if found, even if complete elimination is not possible.

Broader Issues – Recommendation 15 – 16

15. **The Vancouver Senate should review the policy on Student Evaluations of Teaching and consider a broader policy on the evaluation of teaching writ large. The Okanagan Senate should develop a similar policy for the Okanagan campus.**

   In progress

   Initial discussions about this recommendation have been held with the Chairs of the Okanagan Learning and Research Committee and the Vancouver Teaching and Learning Committee, with the aim to start formal work in the Fall of 2021. Consultations held so far have reinforced the importance of this work moving forward. In addition, noted above, the Implementation Committee is writing a discussion paper over the summer of 2021 with recommendations for a broader, integrative approach to evaluation of teaching that can feed into this policy work.

16. **Senate should commit to support the ongoing work of implementing policies related to the evaluation of teaching.**

   In progress

   This recommendation is focused on the need to ensure there is support for broad implementation of policies developed through the above recommendation, and thus, much of this work will need to happen alongside the development of the policies.

   However, the Implementation Committee will also be creating resources for the SEI website to support the current transition to new SEI questions:
   - Advice for faculty on how to include reports of results from previous and new SEI questions in their dossiers for review, tenure, promotion, or merit.
   - Advice for academic leaders and reviewers on how to interpret the new metrics, particularly in dossiers that include both old and new questions, and possibly old and new metrics as well.

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Summary of Upcoming Activities

The following list of upcoming activities is partly summarized from information above, and also contains some new items not yet discussed above.

Changes to University Module Items

Once the qualitative data have been analysed, the results will be used to inform further changes to the six core university questions. These revised questions will be pilot tested on a sample of students in May 2021. Then in June, a quantitative analysis will be conducted to see how well the questions performed. Further refinement of the survey questions may be made based on the results of the quantitative analysis.

A report on the results of testing the new questions, along with recommended wording, will be brought to the UBCO Senate Learning and Research and UBCV Senate Teaching and Learning Committees for endorsement before implementing these questions in student surveys beginning in Winter Term 1, Fall 2021.

Communications

- Emails about the upcoming UMI changes: to Associate Deans, Heads & Directors, all faculty and others teaching courses where the UMI are used in SEI surveys (note: surveys about TAs vary across the institution and do not all include the UMI).
- Information about upcoming changes in various newsletters on both campuses.
- Meetings with student leaders on both campuses, also VP Student communications, to discuss getting the word out about the changes to University Module Items.
- Presentations:
  - Session on new metrics at CTLT Spring Institute in June 2021 (possibly repeated in August & December 2021)
  - Another open forum, late summer or early fall 2021
- Information to be added to seoi.ubc.ca website
  - Advice for faculty on how to include reports of results from previous and new SEI questions in their dossiers for review, tenure, promotion, or merit.
  - Advice for academic leaders and reviewers on how to interpret the new metrics, particularly in dossiers that include both old and new questions, and possibly old and new metrics as well.
  - Information for students on how SEI are used at the institution, and advice on providing effective and constructive feedback (developed in partnership with students).

Further data collection and analyses

Work with EIO and others to access new faculty and student demographic data when available, and conduct analyses for bias in SEI results. Recommend process for regular, periodic analyses for bias and steps to mitigate if found.

Test one or more systems that can partially automate extraction of meaning from text comments, and determine feasibility and desirability of implementation at the institution. Recommend governance for access and use of the data, privacy and security requirements, and resources required.

Integrative approach to evaluation of teaching, and Senate policy work

Discussion paper with recommendations on an integrative approach to evaluating teaching will be completed by the end of Summer 2021 (see Appendix 3 for a draft table of contents). This paper will feed into work on both campuses, starting in Fall 2021, to develop Senate policies on broader approaches to evaluating teaching (currently Senate policies on teaching evaluation only focus on SEI).

Appendices

Appendix 1 – Recommendations from May 2020 Senate report
Appendix 2 – Steering & Implementation Committees Membership and Consultations
Appendix 3 – Draft Table of Contents for a discussion paper on an integrative approach to evaluation of teaching

Appendix 1 – Recommendations from May 2020 Senate report

Student Involvement

1. Evaluation of teaching should include student feedback.

Students have a unique and valuable perspective from which to provide feedback on teaching at UBC. Student feedback on teaching is one of several sources of data that should be used for making personnel decisions and for the improvement of teaching.

2. The name of the process by which student feedback is gathered should be changed from 'Student Evaluation of Teaching' to 'Student Experience of Instruction'.

Evaluation of teaching is a complex process, whether for formative or summative purposes. To do it effectively requires input from multiple perspectives and sources (students, peers, self) integrated across time. As noted in (1) above, students have an important perspective that should be part of that. However, students should be asked to focus on their experience, rather than to 'evaluate' teaching writ large.

3. Questions asked of students should focus on elements of instruction based on their experience with instructor(s) in specific contexts and relationships.

In line with a recent statement from the American Sociological Association (Article, Sept 2019) questions for students should focus on their experiences and be framed as an opportunity for students to provide feedback, rather than positioning the request as a formal and global evaluation of the teacher.

4. Student leadership on both campuses should be actively engaged in raising the profile of student feedback on instruction.

Gathering and considering feedback on teaching and learning from students is a responsibility shared between faculty and students. Student leadership should play an active and visible role in raising awareness of the purposes for, and ways in which, this feedback can improve instruction. Student leadership should also be part of efforts to raise awareness of comments that are not appropriate and/or counter-productive in the context of an anonymous survey.

UMI Questions

5. UMI-6 (*Overall the instructor was an effective teacher*) should be retained in the core question set, but modified.

The Working Group had extensive discussions about the inclusion or deletion of this item. Analysis of UBC data indicates that UMI-6 scores are able to be predicted to a high degree of confidence based on a weighted linear combination of other UMI questions (except UMI-4). However, in its current form, UMI-6 asks students to directly evaluate the 'overall effectiveness of the teacher'. As we have argued above, students are not in a position to be able to make sweeping, all-inclusive judgments about the effectiveness of instruction. On balance, the Working Group recommends retaining UMI-6, but rewording it as '*Overall, this instructor was*

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effective in helping me learn'. This centres the question on the individual experience of the student.

6. Minor changes in wording of other UMI questions are suggested to better reflect the focus on each student's experience of instruction.

The instructor made it clear what students were expected to learn, to be changed to
The instructor made it clear what I was expected to learn
The instructor helped inspire interest in learning the subject matter, to be changed to
The instructor engaged me in the subject matter
The instructor communicated the subject matter effectively to be changed to
I think that the instructor communicated the subject matter effectively.
The instructor showed concern for student learning to be changed to
I think that the instructor showed concern for student learning
The latter two questions are phrased so as to balance first person perceptions with overall cohort experience and classroom climate.

7. UMI-4 (*Overall, evaluation of student learning was fair*) should be removed from the common set

UMI-4 is something of an outlier in the current UMI set used in Vancouver campus surveys. It is consistently answered by fewer students. It is also problematic because the concept of 'fairness' is highly ambiguous. Student consultations have indicated they are often unsure how to interpret what 'fairness' means.

8. A new UMI item, pertaining to the usefulness of feedback, should be trialled.

Whilst the working group recommends removal of the previous UMI-4 item, on fairness of assessment (see recommendation 4), there was a strong sense that, given the importance of timely and effective feedback in the learning process, this should be reflected in the core UMI questions.

We recommend a question worded as follows: *"I have received feedback that supported my learning"*. However, this question should be piloted in a limited set of courses in 2020/21 to ensure that we understand how responses might be influenced by variables such as class size, etc. It is certainly the case that the opportunity to provide feedback, and indeed the nature of that feedback (e.g., written and / or numerical), will look very different in a seminar class of 20 compared to a large introductory lecture of 200. We should collect data from a pilot to better set. The results of the pilot could be included in the 2020/21 Report to Senates and a decision taken on how to proceed.

9. There should be a common set of UMI questions asked across both campuses

There should be a commonly-used core set of five or six questions across both campuses. Modular approaches to constructing feedback surveys may be appropriate (university-wide items plus Faculty, Department and course-specific items). However, units should be mindful that most students complete several surveys per semester, potentially causing 'feedback fatigue' and reducing rates of participation. Therefore, units should be mindful of the overall length of feedback surveys students are being asked to complete. Units should also explore other ways to gather specific feedback as the course progresses.

Data and Reporting

10. Units should be supported to adopt a scholarly and integrative approach to evaluation of teaching.

Because teaching is complex and contextually dependent, departments and units should be supported to adopt an integrative and scholarly approach to evaluation that synthesizes multiple data sources (e.g., students, peers, historical patterns, and self-reflection documentation) for a holistic picture, without over-reliance on any single data source. This approach will necessarily look different in different units but should include both in-kind support from units such as CTLT/CTL and funding for department leaders to accomplish the work proposed. When used for personnel decisions, the unit's approach, strategy, and norms can then be communicated to all levels of review, along with the file. The VPAs on both campuses should work with the Senior Appointments Committee (SAC) to identify and disseminate anonymous examples of effective ways to integrate, synthesize and reconcile multiple perspectives on teaching effectiveness.

11. Reporting of quantitative data should include an appropriate measure of centrality, distributions, response rates and sample sizes, explained in a way that is accessible to all stakeholders, regardless of quantitative expertise.

The interpolated median should be used as the measure of centrality, with the dispersion index as a measure of spread. Reports should include distributions of responses, response rates and sample sizes, clearly flagging where response rates do not meet minimum requirements for validity and accuracy. Visualizations of comparative (anonymous) data should be developed, along with an on-going program of consultation and dissemination to different groups (faculty, staff and administrators).

12. UBC should prioritize work to extract information from text/open comments submitted as part of the feedback process.

Many faculty members report the free-text student comments as sources of rich data to support reflection and enhancement of their course and teaching. It is recommended that a pilot investigation be undertaken, with one or more Faculties, to investigate the potential of automated approaches to extract useful information from large volumes of text submissions. The pilot should engage with appropriate research expertise in Faculties in these areas, and aim initially for formative purposes. There is an opportunity for UBC to take a lead among institutions in providing balance and insight when combining quantitative and qualitative data. Failing to do this continues to privilege quantitative over qualitative data about teaching.

Dealing with Bias

13. UBC needs additional and regularized analysis of our own data to answer questions related to potential bias, starting with instructor ethnicity, as it is frequently highlighted as a potential source of bias in the literature on student evaluation of teaching.

An analysis of UBC-V data with respect to instructor and student gender over the last decade reveals no systematic differences in aggregate data of ratings received by female vs. male instructors. Variables tested for (including instructor and student gender) indicate aggregate differences at the level of approximately +/- 0.1 on a 5-point scale, in other words, very small

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effects. Course-specific effects (e.g., subject discipline, course level) demonstrate larger effects (typically +/- 0.3 on the same scale). An analysis of UBC-O data across 2015-16 and 2018 academic year revealed mixed results, as are detailed in Appendix 3.

For both campuses, it is important to note that this is an analysis of aggregate data and, as such, will mask variation on an individual level. The lived experience of individual instructors may be quite different from this aggregate view. However, holistic evaluations of a person's teaching (see: Recommendation 15) can be used to contextualize individual instructors' experience. We cannot stress enough the importance of a holistic evaluation that allows individual lived experiences to be heard, particularly if their lived experience runs counter to the aggregate data.

Given that studies have presented evidence of bias on the basis of instructor ethnicity, it would seem both appropriate and timely that the same analysis be brought to bear in checking the UBC data for bias. This work comes with privacy and ethical implications. We recommend developing a process that would allow instructor ethnicity data to be accessed confidentially for regular investigation of bias. We have not been able to address this analysis during the timescale of this working group and thus recommend a follow-on activity to investigate this, reporting back to Senates during the 2020-2021 academic year. The follow-on report would also be in a position to recommend regularized analysis and mitigation strategies to address any systematic biases found, particularly related to gender and/or ethnicity.

14. The work of collecting, integrating, interpreting and using feedback on teaching should mitigate against bias, but should not presume the complete removal of bias.

As with most other forms of surveys, student feedback on instruction cannot be completely free from bias. Bias can be explicitly discriminatory and perpetuating of stereotypes. But bias can also be implicit, where respondents are not consciously aware of how their attitudes influence their responses. Implicit biases have been shown to occur in many domains and the general approach at UBC (e.g., on hiring committees) has been one of mitigation through education and awareness raising.

This recommendation is supported by an analysis of the voluminous literature on the topic of student evaluations of teaching, and interrogation of the UBC dataset at multiple points in the last 10 years. The research literature reports studies on a wide variety of instruments and processes, with considerable variation in the scope of data collected. Individual studies are often reported in the mainstream academic press, sometimes with extrapolation beyond the context and the effects found in the initial study. Studies investigating a variety of instructor effects (e.g. age, gender, ethnicity) vary in whether they show bias, no bias or bias toward (rather than against) female instructors. In the subset of published studies where biases are found, and enough detail is provided to be able to discern the effect size, those effect sizes on aggregate are small.

Broader Issues

15. The Vancouver Senate should review the policy on Student Evaluations of Teaching and consider a broader policy on the evaluation of teaching writ large. The Okanagan Senate should develop a similar policy for the Okanagan campus.

Student feedback, both quantitative and qualitative, should be integrated with other forms of data to estimate the effectiveness of a faculty member's teaching. The current policy (2007) says little about how student feedback should be integrated with other forms of data before making judgments about the effectiveness of teaching. Therefore, it is appropriate to revisit the UBC-V Senate Policy on Student Evaluation of Teaching and consider adding or replacing it with a policy that sets forth a broader and teaching. Similar processes should be applied and governed by either a joint Senate policy, or aligned policies for each campus.

16. Senate should commit to support the ongoing work of implementing policies related to the evaluation of teaching.

Career advancement decisions are made on the recommendation of Departmental, Faculty and a system-wide Senior Appointments Committee, each of whom is tasked to evaluate teaching effectiveness as a component of every case. It is imperative that UBC commit to providing the necessary resources and training, including administrative and technological support, to implement Senate policies on evaluating teaching (see Recommendation 15). Faculty members must be given the tools, resources, and support to effectively present a scholarly case for their teaching effectiveness. Likewise, evaluators at all levels must be adept at appropriately interpreting and contextualizing the kinds of data offered across diverse disciplinary and teaching contexts, with due consideration to multiple sources of data and the limitations of each.

Appendix 2 – Steering & Implementation Committees Membership and Consultations

The Steering committee and Implementation Group began work in the Fall 2020, and smaller groups also worked on specific items.

Steering Committee, 2020-2021

Support: Debbie Hart, Senior Manager, Strategic Projects

Simon Bates	Associate Provost, Teaching and Learning, UBCV (Co-chair)
Moura Quayle	Vice Provost, Associate Vice-President Academic Affairs, UBCV, (Co-chair)
Stefania Burk	Associate Dean Academic, Faculty of Arts, UBCV
Sage Cannon	Students Union Okanagan - Faculty of Creative & Critical Studies Representative
Julia Mitchell	Director, Communications & Marketing, Office of the Provost & Vice-President Academic, UBCV
Karen Rangoonaden	Chair, Senate Learning and Research Committee, UBCO
Rehan Sadiq	Professor and Executive Associate Dean, School of Engineering, UBCO
Naznin Virji-Babul	Assistant Professor, Physical Therapy Senior Advisor to the Provost on Women and Gender-Diverse Faculty, UBCV
Georgia Yee	Vice-President Academic and University Affairs, UBCV

Implementation Committee, 2020-2021

Support: Debbie Hart, Senior Manager, Strategic Projects

Christina Hendricks	Academic Director, CTLT, Professor of Teaching, Philosophy, UBCV (Chair)
Vanessa Auld	Professor / Head, Research Group Co-leader - Cellular Mechanisms of Development and Disease, UBCV
Breeonne Baxter	Communications Manager, VPA Communications, UBCV
Brendan D'Souza	Lecturer, Department of Biology, UBCO
Tanya Forneris	Interim Academic Lead, CTL, Associate Professor of Teaching, School of Health & Exercise Sciences, UBCO
Mark Lam	Lecturer, Department of Psychology, UBCV
Stephanie McKeown	Chief Institutional Research Officer (PAIR)
Marianne Schroeder	Sr. Associate Director, Teaching and Learning Technologies, CTLT, UBCV (Sept. 2020-Feb. 2021)
Abdel-Azim Zumrawi	Statistician, CTLT, UBCV (Feb. 2021 onwards)

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Advisory group on changes to UMI

Christina Hendricks	Academic Director, CTLT, Professor of Teaching, Philosophy, UBCV
Stephanie McKeown	Chief Institutional Research Officer (PAIR)
Catherine Rawn	Professor of Teaching, Psychology, UBCV
Bruno Zumbo	Professor, Canada Research Chair in Psychometrics and Measurement, Tier 1; & Paragon UBC Professor of Psychometrics and Measurement Educational and Counselling Psychology, and Special Education, UBCV
Abdel-Azim Zumrawi	Statistician, CTLT, UBCV

Group working on discussion paper on integrative approach to evaluating teaching

Tanya Forneris	Interim Academic Lead, CTL, Associate Professor of Teaching, School of Health & Exercise Sciences, UBCO (Chair)
Brendan D'Souza	Lecturer, Department of Biology, UBCO
Christina Hendricks	Academic Director, CTLT, Professor of Teaching, Philosophy, UBCV
Jaclyn Stewart	Deputy Academic Director, CTLT, Associate Professor of Teaching, Chemistry, UBCV

Starting in the Fall of 2020 the Implementation Committee has been consulting with several different groups, which have informed and provided feedback on the work of implementing the recommendations.

In addition to the work detailed above to test the new UMI, discussions have been held with and feedback collected from:

- UBC Vancouver:
    - Senate Teaching & Learning Committee
    - Associate Deans Academic, Students, and Faculty
    - Heads & Directors (at a Provost's Heads & Directors meeting)
- UBC Okanagan:
    - Senate Learning & Research Committee
    - Deans Council
    - Student Academic Success Committee
- Across both campuses:
    - Senior Appointments Committee
    - Open forum March 10, 2021 (over 100 faculty, staff and students joined)

We will continue with our communications and building out of information available for access via the website seoi.ubc.ca. Please see the section on upcoming activities in the main report, above.

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Appendix 3 – Table of Contents for a Discussion Paper on Integrative Evaluation of Teaching

**Outline for Discussion Paper on an
Integrative Approach to the Evaluation of Teaching**

Background/Context
- Why we evaluate teaching at UBC / the purposes of evaluating teaching
- Background and current context at UBC in terms of the evaluation of teaching (summary, with more detail below)
- Types of Evaluation (e.g., formative and summative) and the role of each in the evaluation process
- Identification of gaps/concerns
- Explain why a more integrative approach is needed

Summary of Practices at UBC (examples from both campuses):
- How is teaching being evaluated here and how does this vary across the institution
- Examples of good practices already in place
- Identify issues and/or areas for improvement

What is an Integrative Approach to the Evaluation of Teaching?
- Define what is meant by an integrative approach to the evaluation of teaching
- A brief summary of relevant research literature on equitable evaluation practices that are likely to promote improvements in teaching
- A summary and examples of work being done at other institutions who have adopted a scholarly and integrative approach to evaluation of teaching

Best Practices for Implementing an Integrative Approach to the Evaluation of Teaching
- Describe the process of how these institutions implemented these changes
  - Approaches other institutions have used to have academic units across the institution adopt the change
  - Processes other institutions have used to integrate this work into policies related to tenure and promotion as well as merit processes
- Challenges in developing and implementing an integrative approach
  - Lessons learned in the implementation process and what institutions would now change/adapt
  - Possible solutions to the identified challenges and barriers
- Identify best practices for implementation, based on published resources as well as interviews with key institutions who have gone through the process

Recommendations for Establishing an Integrative Approach at UBC

- A set of guiding principles for how an integrative approach to evaluating teaching should take place at UBC. Guiding principles initially discussed include but are not limited to processes that are streamlined, useful, and forward looking towards improving teaching.
- Considerations for how to address the different requirements for summative evaluation of teaching for faculty in different roles.
- Discussion within the implementation committee has noted that the development and implementation of an integrative approach at UBC should include input from all parts of the UBC community, including faculty, students, and staff.

UBC THE UNIVERSITY OF BRITISH COLUMBIA

To: Senate
From: Nominating Committee
Re: Committee Adjustments and Council of Senates Appointments
Date: 11 May 2021

After consideration of the vacancies and the new members available to appoint, on the recommendation of the student members of Senate the Nominating Committee is pleased to recommend that Senate resolve as follows:

> *That Ms. Melanie Lunde be appointed to the Academic Policy Committee until 31 March 2022 and thereafter until replaced, to replace Ms Maya Pilin;*

> *That Mr. Josh Anderson be appointed to the Academic Policy Committee until 31 March 2022 and thereafter until replaced, to replace Mr Domitius Jarrouj;*

> *That Ms. Jane Udochi be appointed to the Admissions and Awards Committee until 31 March 2022 and thereafter until replaced, to replace Mr Gursagar Singh;*

> *That Mr. Josh Anderson be appointed to the Council Budget Committee until 31 March 2022 and thereafter until replaced, to replace Ms Robin Metcalfe;*

> *That Mr. Brendan Heerema be appointed to the Curriculum Committee until 31 March 2022 and thereafter until replaced, to replace Mr Venedict Tamandong;*

> *That Ms. Laavanya Prakash be appointed to the Curriculum Committee until 31 March 2022 and thereafter until replaced, to replace Ms Kristen Morgan;*

> *That Mr. Jonathan Low be appointed to the Learning and Research Committee until 31 March 2022 and thereafter until replaced, to replace Ms Sage Cannon;*

> *That Mr. Dylan Rogers be appointed to the Learning and Research Committee until 31 March 2022 and thereafter until replaced, to replace Mr Riley Petillion;*

> *That Ms. Amanda Shatzko be appointed to the Learning and Research Committee until 31 March 2022 and thereafter until replaced, to replace Ms Maya Pilin;*

> *That Ms. Amanda Shatzko be appointed to Council of Senates Okanagan Senate Representative Committee Four until 31 March 2022 and thereafter until replaced, to replace Mr Domitius Jarrouj.*

> *That Mr. Dylan Rogers be elected the Council of Senates, to replace Mr Riley Petillion.*

THE UNIVERSITY OF BRITISH COLUMBIA

That Ms. Kristen Morgan's appointment to the Academic Policy be extended until 31 March 2022 and thereafter until replaced.

That Mx. Rhys Herzberg's appointment to the Admissions and Awards Committee be extended until 31 March 2022 and thereafter until replaced.

That Mr. Brendan Heerema's appointment to the Council Budget Committee be extended until 31 March 2022 and thereafter until replaced.

NB: Mr. Jia Fu Lee remains elected to the Council of Senates

THE UNIVERSITY OF BRITISH COLUMBIA

To: Senate
From: Nominating Committee
Re: Vice-Chair of Senate for the 2021 Summer Session
Date: 11 May 2021

As senators may be aware, every summer the Senate elects a vice-chair. While the Senate does not traditionally meet in the summer months, it may need to do so should extraordinary matters necessitate a meeting. After a consideration of possible candidates, the Senate Nominating Committee would recommend as follows:

> *That Kristen Morgan be elected Vice Chair of Senate until 31 August 2021 and thereafter until replaced.*

An election also occurs in the Winter Session of each year. The Deputy Vice-Chancellor is automatically a candidate for the position in the Winter Session as per the *Rules and Procedures of Senate*.

To: Senate
From: Nominating Committee
Re: Proposed Amendments to Policy AP5: Deans Appointments Policy
Date: 11 May 2021

For the past year, the Okanagan Senate Nominating Committee, in conjunction with the Vancouver Senate Nominating Committee and the Employee Relations Committee of the Board of Governors, has been considering proposals from the senior administration for amendments to Policy AP5, which sets out the procedures for the selection and recommendation of deans on both campuses. We write to advise that our committee and our Vancouver counterpart are at an impasse on a particular proposed amendment, and to seek the Okanagan Senate's opinion on the matter.

The issue at hand has to do with confidentiality for finalist candidates for deans. The proposed policy codifies a practice of the candidates making a presentation in a confidential forum to which all member (Faculty members, students and staff) of the relevant Faculty are invited, but as a new addition, allows for an "alternative process" where that quasi-public forum is replaced by other means of engaging with stakeholders, including but not limited to targeted discussions with stakeholder groups, with the assurance that any alternative process "must include the opportunity for all faculty members of the applicable Faculty to provide feedback regarding the final candidates for the position of Dean of such Faculty." The details of this are set out in Section 4.3 to 4.5 of the attached draft policy.

The Okanagan Nominating Committee supports the idea of allowing for an alternative process in consideration of there being circumstances where the employment of candidates currently employed elsewhere could be compromised if their candidacy at another institution becomes widely known, as well as the hesitancy of candidates to put their name forward for consideration if they must have their interest known to an entire Faculty. The Nominating Committee believes that this hesitancy may be expressed by any candidates given the employment consequences noted, but perhaps particularly by members of equity-seeking groups.

The Vancouver Nominating Committee does not agree with this position and has written a letter to that effect (attached).

The Okanagan Nominating Committee would appreciate the opinion of Senate on this matter as it considers how to respond to the proposal of the senior administration and the position of the Vancouver Nominating Committee.

30 April 2021

Employee Relations Committee of the Board
Nominating Committee of the Okanagan Senate

VIA EMAIL

Dear Governors and Senators,

The Vancouver Nominating Committee has reviewed the submission of November 2020 from the administration for amendments to Joint Board-Senate Policy AP5 (Deans Appointment Policy). The Committee appreciated the substantial background provided and work done by the University Counsel's office in developing this proposal, as well as the conversations that have occurred over the past several months to try to advance the matter.

The Committee agrees that there is much improved in this submission compared to the current policy; however, the Committee still cannot agree with the "alternative process" (Ss 4.3, 4.4, and parts of S. 4.5 in the policy) proposed that could lead to the exclusion of members of a faculty from meaningful input into who their next leader should be. The Committee appreciates the desire for a diverse pool of candidates and the sense that the employment of incumbents elsewhere may be compromised (or they may not be willing to apply) if it became known that they were being considered elsewhere; however, the evidence to date presented to the Committee in support of this position has been anecdotal rather than supported by data. We believe that having as open a process as possible both provides the best input to a search committee in making its selection, and also furthers the legitimacy of both the process and whoever is selected as a dean through transparency in decision making.

The Committee appreciates the utility of the other changes recommended, and thus would recommend that the proposal be amended to strike the "alternative process".

Yours sincerely,

Dr Paul G. Harrison
Chair, Vancouver Senate Nominating Committee

Copy: University Counsel

UBC The University of British Columbia **Board of Governors**	**Policy No.:** **AP5**
Long Title: Appointment of Deans ~~and Principals~~ (Joint Board and Senate Policy)	
Short Title: **Deans~~/Principals~~ Appointment Policy**	

Background & Purposes:

Section 27(2)(f) of the *University Act*, R.S.B.C. 1996 c. 468 empowers the Board of Governors, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the recommendation and selection of candidates for ***Deans*** ~~*and*~~ ~~*Principals*~~.

1. **Governing Principles**

   1.1 **Purpose:** This Policy is intended to:

   1.1.1 comply with section 27(2)(f) of the *University Act*, R.S.B.C. 1996 c. 468 and, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the selection and recommendation of candidates for *Deans* ~~*and Principals*~~; and

   1.2 **Method:** To succeed in this purpose this Policy:

   1.2.1 must be approved by the UBC Okanagan Senate, the UBC Vancouver Senate, and the Board of Governors, and not be amended without the same approvals; and

   1.2.2 will describe the creation of committees advising the President on recruitment and selection of *Deans* ~~*and Principals*~~, before the President makes a recommendation to the Board of Governors.

2. **Definitions and Interpretation Rules:** A schedule to this Policy establishes the definitions of terms used in this Policy and any unique rules of interpretation that apply to this Policy.

3. **Scope**

   3.1 General:

   3.1.1 This Policy applies to all appointments of *Deans* ~~*and Principals*~~.

3.1.2 The President shall provide advice and recommendations to the Board of Governors on the selection of *Deans* ~~and *Principals*~~.

3.1.3 *Advisory Committees* are to be established at the call of the President to consider candidates for an appointment as a *Dean* ~~or *Principal*~~ and to advise the President on recommendations to the Board of Governors.

~~3.2   **Exclusions:** This Policy does not apply to appointments for positions other than *Deans or Principals.*~~

4.   Advisory Committees and Search Process

4.1   **President Convenes:** For the selection of candidates for *Deans* ~~or *Principals*~~ the President shall convene an *Advisory Committee* to consider and advise the President on the candidates before the President makes a recommendation to the Board of Governors ("*Advisory Committee*").

4.2   **Search Process:** Subject to section 4.3 below, before the final selection of a Dean is made, the final candidates for the position of a Dean will be requested to participate in a confidential forum to which the following individuals will be invited:

4.2.1 the faculty members of the applicable Faculty;

4.2.2 the staff members employed within such Faculty;

4.2.3 the undergraduate students registered in a degree program offered by such Faculty; and

4.2.4 the graduate students associated with such Faculty.

The *Advisory Committee* may, where it determines that it would be feasible and appropriate, make recordings of the fora available for viewing, with the appropriate safeguards, by individuals listed in sections 4.2.1, 4.2.2, 4.2.3 and 4.2.4. The identity of the finalists will be disclosed to forum participants at the forum. Although forum participants will not be required to sign written confidentiality agreements, they are nonetheless subject to the confidentiality requirements set out in section 4.5 of this Policy.

4.3   **Alternative Process:** If the Advisory Committee determines that it would not be appropriate to proceed with the forum as contemplated by section 4.2, the Advisory Committee may utilize an alternative process for engaging the UBC stakeholder community, such as, for example, targeted discussions with stakeholders. Such alternative process must include the opportunity for all faculty members of the applicable Faculty to provide feedback regarding the final candidates for the position of Dean of such Faculty.

4.4   **Reporting Regarding Alternative Processes:** Where an Advisory Committee utilizes an alternative process pursuant to section 4.3, the Chair of the applicable Advisory Committee will provide to the President a description of, and rationale for, the alternative process utilized together with the Advisory Committee's advice on the candidates for the selection of a *Dean*. The Chair will also provide this information to the Office of the University Counsel to help to

inform any future reviews of this Policy. When the President makes a recommendation regarding the selection of the *Dean* to the Board of Governors, the President will also inform the Board of Governors of the alternative process utilized and the rationale for utilizing such alternative process.

4.5 **Confidentiality:** In order to protect the integrity and effectiveness of the decanal search process and to ensure compliance with FIPPA, all participants in a decanal search process, including (i) *Advisory Committee* members, (ii) participants in a forum held pursuant to section 4.2 of this Policy, and (iii) participants in any alternative process utilized pursuant to section 4.3 of this Policy, must respect, safeguard, and maintain the privacy of the candidates, including keeping their identity confidential, in accordance with the requirements of this Policy, FIPPA and any other requirements respecting confidentiality that may be set by the Board or the President from time to time. Any breach of confidentiality requirements is a breach of this Policy and may result in discipline.

5. **Deans**

5.1 For the selection of the *Dean* of a *UBC Okanagan Faculty* ~~or~~, the *Dean* of a *UBC Vancouver Faculty, or* the *Dean* of the *UBC Okanagan College of Graduate Studies*, the President will convene an *Advisory Committee* with the following membership:

For the selection of a Dean ~~of a UBC Okanagan Faculty or a~~ (other than the Dean of the UBC Vancouver Faculty of Graduate and Postdoctoral Studies and the Dean of the UBC Okanagan College of Graduate Studies)			
Position	**#**	**Source/Composition**	**Appointed by:**
Chair	1	Either the Provost and Vice -President, Academic (UBC Vancouver) or the Provost and Vice -President, Academic ~~and Research~~ (UBC Okanagan), as applicable	Ex Officio (See "Chair Designation")
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	4	Faculty members elected by and from the faculty members whose primary appointment is in the Faculty concerned	Election
	4	Persons	President
	1	Undergraduate student elected by and from the undergraduate students registered in the Faculty concerned	Election
	1	Graduate student elected by and from the graduate students associated with the Faculty concerned	Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member elected by and from the faculty members whose primary appointment is in the Faculty concerned for each Additional Member appointed by the President	Election
	N/A	One undergraduate student elected by and from the undergraduate students registered in the Faculty for every four Additional Members appointed by the President	Election
	N/A	One graduate student elected by and from the graduate	Election

| | | students associated with the Faculty for every four Additional Members appointed by the President | |

For the selection of the Dean of the UBC Vancouver Faculty of Graduate and Postdoctoral Studies or the Dean of the UBC Okanagan College of Graduate Studies (referred to in this chart as "FGPS" and "COGS", respectively)			
Position	**#**	**Source/Composition**	**Appointed by:**
Chair	1	Either the Provost and Vice-President, Academic (UBC Vancouver) or the Provost and Vice-President, Academic (UBC Okanagan), as applicable	Ex Officio (See "Chair Designation")
Secretary	*	A member of the administrative staff of the Chair *(non-voting and not counted in quorum)	Chair
Members	4	Faculty members elected by and from the faculty members who are members of FGPS or COGS, as applicable	Election
	4	Persons	President
	1	Graduate student elected by and from the graduate students associated with FGPS or COGS, as applicable	Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint	President
	N/A	One faculty member elected by and from the faculty members whose primary appointment is in FGPS or COGS, as applicable, for each Additional Member appointed by the President	Election
	N/A	Two graduate students elected by and from the graduate students associated with FGPS or COGS, as applicable, for every four Additional Members appointed by the President	Election

5.2 For the selection of the *Dean* of a *Dual-Campus Faculty*, the President will convene an *Advisory Committee* with membership that is generally consistent in balance as that set out for the *Advisory Committees* for the selection of *Deans* of *UBC Okanagan Faculties* and *UBC Vancouver Faculties*, but the President will also consider balance between the *UBC Okanagan Division* of the *Dual-Campus Faculty* and the *UBC Vancouver Division* of the *Dual-Campus Faculty*. The President will normally consult with both the Provost and Vice -President, Academic (UBC Vancouver), and the Provost and Vice -President, Academic and Research (UBC Okanagan), as appropriate. WithoutBy way of example and without limiting the discretion of the President, the composition of an *Advisory Committee* for the selection of a *Dean* of the Faculty of Applied Science (which became a *Dual-Campus Faculty* effective as at July 1, 2005) could be as follows:

For selection of a Dean of the Faculty of Applied Science			
Position	**#**	**Source/Composition**	**Appointed by:**
Co-Chairs	2	The Provost and Vice -President, Academic (UBC Vancouver) and the Provost and Vice -President, Academic and Research (UBC Okanagan)	Ex Officio
Secretary	*	A member of the administrative staff of one of the Co-Chairs, selected by mutual agreement between the Co-Chairs *(non-voting and not counted in quorum)	Co-Chairs

Members	4	Faculty members elected by and from the faculty members whose primary appointment is in the *UBC Vancouver Division* of the Faculty of Applied Science		Election
	1	Faculty member elected by and from the faculty members whose primary appointment is in the *UBC Okanagan Division* of the Faculty of Applied Science		Election
	5	Persons		President
	1	Undergraduate student elected by and from the undergraduate students registered in the *UBC Vancouver Division* of the Faculty of Applied Science		Election
	1	Undergraduate student elected by and from the undergraduate students registered in the *UBC Okanagan Division* of the Faculty of Applied Science		~~Election~~
	1	Graduate student elected by and from the graduate students associated with the Faculty of Applied Science		Election
Additional Members	N/A	Such other person(s) as the President may choose to appoint		President
	N/A	One faculty member elected by and from the faculty members whose primary appointment is in the Faculty of Applied Science for each Additional Member appointed by the President		~~Election~~
	N/A	One eligible student elected by and from the eligible students for every four Additional Members appointed by the President (where the eligible students are comprised of the undergraduate students who are registered in the Faculty of Applied Science and the graduate students who are associated with the Faculty of Applied Science)		Election

5.3 **Chair Designation:** The Chair of the *Advisory Committee* shall be:

    5.3.1 the Provost and Vice -President, Academic (UBC Vancouver) if the Faculty for which the *Dean* is being selected is a *UBC Vancouver Faculty*;

    5.3.2 the <u>Provost and</u> Vice -President, Academic ~~and Research~~ (UBC Okanagan) if the ~~Faculty for which the~~ *Dean* is being selected ~~is~~<u>for</u> a *UBC Okanagan Faculty <u>or the UBC Okanagan College of Graduate Studies</u>*; or

    5.3.3 the Provost and Vice -President, Academic (UBC Vancouver) and the <u>Provost and</u> Vice -President, Academic ~~and Research~~ (UBC Okanagan), acting jointly as Co-Chairs if the Faculty for which the Dean is being selected is a *Dual-Campus Faculty*.

5.4 ~~**Student Member**~~ **Elections:** ~~For student members, the~~ <u>The</u> Elections Committee of the Council of Senates (the "Elections Committee") or its delegate will determine the procedures and timelines for nominations and ~~the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar~~<u>elections of student members and faculty members of *Advisory Committees*. For student members, the</u> Elections Committee or its delegate may authorize a student society to conduct the nominations and<u>/</u>~~or~~ elections

processes ~~es~~ set by the Elections Committee or its delegate on ~~his or her~~ behalf of the Elections Committee or its delegate. If no individual is elected by the end of an election process, the Chair of the applicable *Advisory Committee* may appoint the requisite number of members from the applicable constituency.

5.5 **Appointment Term:** A *Dean* may be appointed for up to 5 years per term.

~~6. Principals~~

~~6.1 Principal of the College of Health Disciplines: For the selection of the *Principal* of the College of Health Disciplines, the President will convene an *Advisory Committee* with the following membership:~~

For selection of the Principal of the College of Health Disciplines			
~~Position~~	~~#~~	~~Source/Composition~~	~~Appointed by:~~
~~Chair~~	~~1~~	~~Provost and Vice President Academic (UBC Vancouver)~~	~~Ex Officio~~
~~Secretary~~	~~*~~	~~A member of the administrative staff of the Provost and Vice President Academic (UBC Vancouver) *(non-voting and not counted in quorum)~~	~~Chair~~
~~Members~~	~~2~~	~~Faculty members elected by and from the Council of the College of Health Disciplines~~	~~Election~~
	~~2~~	~~Faculty members teaching in the College of Health Disciplines~~	~~President~~
	~~1~~	~~Student selected by the Council of the College of Health Disciplines~~	~~Council of College of Health Disciplines~~
~~Additional Members~~	~~N/A~~	~~Such other person(s) as the President may choose to appoint~~	~~President~~
	~~N/A~~	~~One faculty member elected by and from the faculty members on the Council of the College of Health Disciplines for each Additional Member appointed by the President~~	~~Election~~
	~~N/A~~	~~One student selected by the Council of the College of Health Disciplines for every four Additional Members appointed by the President~~	~~Council of College of Health Disciplines~~

~~6.1.1 Appointment Term: The *Principal* of the College of Health Disciplines may be appointed for up to 5 years per term.~~

6. ~~7.~~ **Replacement of Advisory Committee Members**

6.1 ~~7.1~~ **Vacancy or Inability to Participate:** If a member of an *Advisory Committee* becomes unwilling or unable to serve as a member of the *Advisory Committee* before it has completed its work the President may appoint a replacement member in ~~his/her~~the President's discretion. While the replacement member may be any person whose participation is expected to contribute significantly to the *Advisory Committee's* activities, the usual practice is for the

President to replace a member from a stakeholder group with a person from that group. For example, if the member being replaced is a faculty member elected from the Okanagan Division of the Faculty of Applied Science, the replacement member would normally be appointed from the Okanagan Division of the Faculty of Applied Science. If the President does not appoint a replacement member, the *Advisory Committee* may complete its work notwithstanding the vacancy.

6.2 ~~7.2~~ **Student Status:** If a student member of an *Advisory Committee* ceases to be a student at the University but remains willing and able to continue to serve as a member of the *Advisory Committee*, the President may permit the student to continue to serve or may appoint a replacement student member at ~~his or her~~the President's discretion. Any such replacement student must meet the same eligibility requirements as the student who is being replaced. For example, if the student being replaced is a graduate student elected by and from the graduate students associated with a specific Faculty, the replacement student will be appointed from the graduate students associated with that Faculty.

7. ~~8.~~ **Customary Practices**: In making appointments to an *Advisory Committee*, including replacement appointments under Section ~~7,~~6, the President will consider ~~gender balance~~equity and will seek to include a diverse range of perspectives and experiences, such as from various academic disciplines and underrepresented stakeholder communities. The President will normally also consult with representative stakeholder groups and the Chair of the Nominating Committee of the UBC Okanagan Senate or the Chair of the Nominating Committee of the UBC Vancouver Senate, as appropriate.

8. ~~9.~~ **Procedures Not to Conflict**: Provided that they are not in conflict with this Policy, the Procedures associated with this Policy may be created and amended in the same way as the Procedures associated with any other Policy passed by the Board of Governors.

Schedule to Deans~~/Principals~~ Appointment Policy

Definitions and Other Interpretation Rules

1. **Definitions**

    In the Deans~~/Principals~~ Appointment Policy, the following terms have the meaning defined below, and shall have the same meaning in any Procedures associated with that Policy:

    a.   ***"Advisory Committee"*** means an advisory committee to the President as defined in section 4.1.

    b.   ***"Deans"*** means:
            1. the Deans of UBC Okanagan Faculties;
            2. the Dean of the UBC Okanagan College of Graduate Studies;
            3. ~~2.~~ the Deans of UBC Vancouver Faculties; and
            4. ~~3.~~ the Deans of *Dual-Campus Faculties*.

    c.   ***"Dual-Campus Faculty"*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, ~~2005,~~2018, the ~~sole~~ *Dual-Campus ~~Faculty was~~Faculties are* the Faculty of Applied Science and the Faculty of Education.]

    d.   ***~~"Principals" means the Principal of the College of Health Disciplines~~FIPPA"*** means the *Freedom of Information and Protection of Privacy Act* (British Columbia).

    e.   ***"Personal Information"*** has the meaning given to such term in FIPPA.

    f.   ~~e~~***"Responsible Executive"*** means:
            1. individual(s) assigned by the President, from time to time, to be responsible for this Policy and any associated Procedures; and
            2. any sub-delegate of that assigned responsible individual(s) except to the extent that the power to delegate is specifically excluded in this Policy or in the appointment by the President.

    g.   ***"UBC Okanagan College of Graduate Studies"*** means the College of Graduate Studies as established by resolutions passed by the Board of Governors on January 26, 2006.

    h.   ~~f~~***"UBC Okanagan Division"*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005.

    i.   ~~g~~***"UBC Okanagan Faculty"*** has the same meaning attributed to the term "Faculty of UBC Okanagan" in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, ~~2005,~~2018, the *UBC Okanagan Faculties* were the Faculty of Arts and Sciences, the Faculty of Creative and Critical Studies, ~~the Faculty of Education,~~ the Faculty of Health and Social Development, and the Faculty of Management.]

    j.   ~~h~~***"UBC Vancouver Division"*** has the same meaning attributed to it in resolutions passed by the

ɪ.   Board of Governors on June 3, 2005.

k.   ɟ *"UBC Vancouver Faculty"* has the same meaning attributed to the term "Faculty of UBC
     ɪ.   Vancouver" in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at
            July 1, ~~2005,~~2018, the *UBC Vancouver Faculties* were the Faculty of Arts, the Faculty of
            Commerce and Business Administration (now known as the Sauder School of Business), the
            Faculty of Dentistry, ~~the Faculty of Education,~~ the Faculty of Forestry, the Faculty of
            Graduate and Postdoctoral Studies, the Faculty of Land and Food Systems, the ~~Faculty~~Peter
            A. Allard School of Law, the Faculty of Medicine, the Faculty of Pharmaceutical Sciences,
            and the Faculty of Science].

	PROCEDURES ASSOCIATED WITH THE DEANS APPOINTMENT POLICY
	~~**PROCEDURES ASSOCIATED WITH THE DEANS/PRINCIPALS APPOINTMENT POLICY**~~

Pursuant to the Regulatory Framework Policy the President may approve Procedures or the amendment or repeal of Procedures. Such approvals must be reported at the next meeting of the UBC Board of Governors or as soon thereafter as practicable.

Capitalized terms used in these Procedures that are not otherwise defined herein shall have the meanings given to such terms in the accompanying Policy, being the Deans~~/Principals~~ Appointment Policy.

~~Pursuant to the Deans/Principals Appointment Policy, the President may delegate certain power to amend schedules.~~

1. **Responsible Executive**

   1.1 **Appointment**: The individuals assigned by the President to be responsible for the Deans~~/Principals~~ Appointment Policy and these associated Procedures are the Provost and Vice -President, Academic (UBC Vancouver) and the <u>Provost and</u> Vice -President, Academic ~~and Research~~ (UBC Okanagan).

   1.2 **Sub-Delegation:** The Responsible Executives are not limited in sub-delegation of the duties hereunder but remain responsible for oversight and answerable to the President.

2. **Remuneration:** The form and amount of remuneration of a *Dean ~~or Principal~~* must be established and documented in writing at or before the effective date of the appointment.

3. **Administrative Leaves**

   3.1 As part of the terms of an appointment, a *Dean ~~or a Principal~~* may be granted an administrative leave, to be taken at the conclusion of the appointment, provided however that any such grant of administrative leave as well as any remuneration and/or benefits to be received by the *Dean ~~or Principal~~* during any such administrative leave must be documented in writing at or before the effective date of the appointment.

   3.2 Time on administrative leave will not be included in years of service for the purpose of calculating study leave. Any deviations from the provisions of these Procedures dealing with administrative leave may only be made with the written approval of the President.

Quality Assurance Process Audit (QAPA)

May 2021

UBC Okanagan will be audited through the Ministry's [QAPA](#) process during the year 2021 (UBC Vancouver underwent [this audit](#) in 2018). In preparation for this audit, the Provost convened a *QAPA Core Working Group* to complete two required documents:

1. UBC Okanagan's Institutional Report
2. Academic Reviews Worksheet

Both documents are hereby submitted to the Okanagan Senate for information at the May 20th meeting. The comments and feedback collected will be incorporated into the documents, as appropriate, which will then be reviewed and edited by a UBC communications team to ensure they conform with [UBC editorial guidelines,](#) and that all appendices have been included and accurately referenced.

The below information provides a brief context on the process and timeline. For further information, please contact Tanya.Forneris@ubc.ca and/or Laura.Prada@ubc.ca

About QAPA:

- The [QAPA](#) was developed by the Quality Assurance Audit Committee, a standing committee of the [Degree Quality Assessment Board (DQAB)](#) at the [Ministry of Advanced Education and Skills Training](#)
- DQAB is the committee which reviews and recommends approval (or not) of new/redesigned degrees to the Minister
- Moving forward, DQAB plans to review all institutions through QAPA every eight years

QAPA's Objectives:

The main objectives of the QAPA are to ascertain that the institution:

1. Continues to meet the program review policy requirements outlined in the DQAB's [Exempt Status Criteria and Guidelines](#) and the [Degree Program Review Criteria and Guidelines](#), as applicable to the institution;
2. Has and continues to meet appropriate program review processes and policies for all credential programs; and
3. Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

QAPA Timeline for UBC Okanagan:

May 2021: UBC Okanagan submits the Reviews Worksheet

- Worksheet must cover past 7 years, upcoming cycle (3 years), and units that missed their review

Summer 2021: UBC Okanagan submits its Institutional Report and the academic review samples selected by the QAPA review committee (3 to 5 will be selected)

- The Institutional Report must answer each criterion listed in the required template
- Policy/process in effect at the time of the review
- Self-study document and/or other appropriate documents used as part of the internal quality assurance process
- External review team's report
- An account of the institution's follow-up response

Oct – Dec 2021: QAPA site-visit

Jan – Feb 2022: UBC Okanagan response/action plan to QAPA

THE UNIVERSITY OF BRITISH COLUMBIA
Okanagan Campus

UBC Okanagan: Institutional Report
Quality Assurance Process Audit (2021)

1. Institution Profile

A. Student Enrollment

The below data are based on enrollment as of March 1, 2021.

	Undergraduate	Graduate	Degree Programs	Non-Degree Programs
Full-time equivalent (FTE)	9,213	930	10,098	45

B. Campus Locations

Our campus is in the city of Kelowna, British Columbia, which is situated on the ancestral and unceded territory of the Syilx Okanagan Nation. Since our inception in 2005, we have worked together with the Syilx Okanagan Nation to enhance education and support Syilx Okanagan Indigenous culture, history, language, philosophy, and knowledge. UBC Okanagan is grateful for this partnership and is dedicated to continuing to strengthen and grow this relationship.

UBC Okanagan is home to nine Faculties and Schools, some of which are shared with UBC's Vancouver campus which is the main campus of the University.

Our campus continues to grow rapidly. A testament to that is the recently approved presence in downtown Kelowna to better serve our community and support future regional needs. Construction for this new building is expected to begin mid 2022.

C. Program Offerings

Total number of credential programs offered by credential level.

Credential Type	# of Programs
Bachelor Degrees	10
Masters Degrees	10
Doctoral Degrees	1
Certificate	3
Diploma	2

List international partnerships involved in the delivery of programs which results in the conferring of a credential.

UBC Okanagan does not currently have any international partnerships that lead to the conferring of a credential.

THE UNIVERSITY OF BRITISH COLUMBIA
Okanagan Campus

D. Impact of the Institution Mandate on its quality assurance mechanisms

Describe how the institution's Mandate impacts or influences the quality assurance mechanisms employed by the institution (300 words maximum)

The Mandate Letter to UBC dated February 26, 2020 indicates there are two priorities for our institution: reconciliation with Indigenous Peoples and moving towards a low-carbon economy. The letter also outlines that UBC Okanagan commits to:

1. Supporting lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

2. Contributing to an accessible and relevant post-secondary system.

3. Developing and recognizing flexible learning pathways for students to access postsecondary education and skills training.

4. Strengthening workforce connections for student and worker transitions.

These priorities and commitments are also articulated in UBC Okanagan's strategic documents (UBC's Next Century and UBC Okanagan 2040 Outlook). Several initiatives are underway to support these commitments that enhance and will continue to enhance the quality of academic programming across the institution for all.

For example, at UBCO there is a supportive admissions process for Indigenous undergraduate applicants. There are three admissions pathways used to admit applicants: (a) applicants who are directly admissible to a degree program and those whose average of admission may be slightly below the competitive threshold, but whose admission is endorsed by faculty; (b) applicants who are not directly admissible to a degree program, but who have demonstrated competency in key subject areas and whose average of admission is within a certain range; and (c) applicants who are not admissible to a degree program, but are invited to enroll in Aboriginal Access Studies through a personalized offer letter. Through this process, our campus has increased the access, participation, and success of Indigenous learners.

The processes in place for academic reviews and program proposals, described in further detail throughout this report, reflect a priority to ensure academic programs are accessible and effectively prepare students to enter the workforce. Newly developed and revised programs have adopted increased work-integrated learning, taking advantage of our centralized co-op program.

In addition, a few initiatives are underway to support the development of both credit and non-credit opportunities to help students to develop skills-based competencies or to increase accessible and flexible learning pathways for the broader community. Finally, units across UBC Okanagan participate in discipline-specific articulation meetings every year to support and increase student mobility across institutions through the BC Council's Transfer and Articulation program (BCCAT).

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2. Quality Assurance Policy and Practice

This report introduces the QAPA team to the internal processes currently in use at the institution and other materials needed during the site visit. Describe how the internal policies and program review processes are reflective of the institution's mission and whether the internal process gauges such things: how faculty scholarship and professional development inform teaching and continue to be a foundation for ensuring that programming is up to date, how learning outcomes are being achieved, and how student progress is assessed and measured.

Introduction

UBC Okanagan has numerous policies and practices that support and enhance the quality of teaching and learning, many of which are shared with the Vancouver campus and/or inherited from that campus. Although the Okanagan has its own Senate, the Board of Governors oversees both campuses bearing responsibility for the management, administration and control of the property, revenue, business, and affairs of the University (as conferred by the *BC University Act*). Board of Governors policies on academic appointments, renewal, tenure, and promotion are shared across campuses such as: AP3 on Board of Governers Appointments, AP9 on Academic Heads, AP4 on Faculty Term Appointments, AP10 on Postdoctoral Fellows, SC6 on Scholarly Integrity, LR2 on Research, and SC3 on Conflict of Interest (See Appendix X).

Since the inception of the Okanagan campus in 2005 to the current date, the campus has experienced rapid growth, not only in student enrolment (from 3,500 to over 11,000 students today), but also in academic program offerings (from 16 to 26), along with services available to students, staff, and faculty, and infrastructure. This has led to continuous changes and in many cases, quick shifting of priorities.

At the time of writing this report, the Senate continues deliberations towards the enhancement and updating of policies and practices that contribute to quality teaching and learning, informed by the recent QAPA audit of UBC's Vancouver campus. Specifically, it addresses policies, guidelines and practices related to academic reviews. Such efforts will continue to be informed by the recently published vision for this campus through the 2040 Outlook strategic document (see Appendix X), and Shaping UBC's Next Century strategic document (see Appendix X), while also being supported by the newly created position of Associate Provost, Academic Programs, Teaching and Learning (start date of May 1, 2021).

This section will highlight relevant policies, practices, and initiatives related to external reviews and accreditation of academic units, faculty appointment, review, and promotion, as well as scholarship and professional development to support student learning and success.

Senate Policy for External Reviews of Academic Units

At UBC Okanagan, programs are reviewed within the context of their academic units. A unit is defined as a Faculty, school, institute, centre, department, or other administrative unit within the University. This process is guided by the Senate policy on Reviews of Administrative Units (See appendix X), Board of

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Governors policy on the [Extension of Deans](#) (see Appendix X), and a set of [Principles, Procedures and Guidelines](#) (PPG - see Appendix X) which were formalized by the Okanagan Provost's Office in 2014, mirroring UBC Vancouver's approach. Additionally, the Office of the Provost and Vice-President – "Provost's Office" from here on, has also developed accompanying resource packages and information on its website to support units. Importantly, the Okanagan Planning and Institutional Research Office (OPAIR) plays a key role in supporting units who are preparing for their external reviews.

The Terms of Reference suggested by the Provost's Office offer flexibility for the unit under review to ensure relevance to each unit's context and discipline. Terms of Reference may also be adapted to a unit's specific areas of concern or focus for peer review.

Additionally, Senate approves any further guidelines for academic reviews for a particular Faculty. Our campus's two largest Faculties (Irving K. Barber Faculty of Arts and Social Sciences and Irving K. Barber Faculty of Science), for example, have used this mechanism to refine and formalize a set of procedures for academic reviews that works best for their context and disciplines.

UBC Okanagan recognizes that policies and practices ought to be reviewed periodically for continuous improvement. Thus, the Senate-approved template for academic policies includes a section for cyclical renewal of the policy. Since the current Senate policy on Reviews of Administrative Units and PPG have not being updated in many years, and with the learning gained from the QAPA audit to the Vancouver campus, both are presently under review by the Okanagan Senate. While the Vancouver and Okanagan campuses have separate reviews conducted by QAPA, the Okanagan campus has immensely benefitted from the earlier review of the Vancouver campus to identify areas for growth, strength, and future direction.

Accreditation

UBC, as an institution, is not accredited by any external organization. However, many of our programs are accredited by one or more external agencies. As such, processes are in place to ensure academic programing is relevant and continuously updated to ensure high quality and meet the accreditation requirements. The programs listed below are accredited:

Faculty	Degree or Program	Accrediting Body
Faculty of Health and Social Development	Master of Social Work (MSW)	Canadian Association for Social Work Education. Association Canadienne Pour La Formation en Travail Social (CASWE-ACFTS)
	Bachelor of Science in Nursing	British Columbia College of Nurses and Midwives (BCCNM), and Canadian Association of Schools of Nursing. Association canadienne des écoles de sciences infirmières (CASN-ACESI)
Irving K. Barber Faculty of Arts and Social Sciences	Clinical Psychology PhD	Canadian Psychological Association

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School of Engineering, Faculty of Applied Science	Bachelor of Applied Science in: Civil Engineering Electrical Engineering Mechanical Engineering	Engineers Canada
Irving K. Barber Faculty of Science	Master of Science in Medical Physics	Commission on Accreditation of Medical Physics Education Programs (CAMPEP)
Irving K. Barber Faculty of Science	B.Sc. in Chemistry	Chemical Institute of Canada
Okanagan School of Education, Faculty of Education	Bachelor of Education	BC Teachers' Council, BC Ministry of Education

Learning Outcomes and Assessment

UBC Okanagan is increasingly concerned with the importance of identifying learning outcomes at the course and program levels. This is reflected in our current institutional Strategic Plan. Specifically, through Strategy 12, our institution aims to reframe the design of undergraduate academic programs in terms of learning outcomes and competencies. For example, the recently revised Bachelor of Arts and Bachelor of Human Kinetics are structured around competency-based and program learning outcomes.

Our Senate Curriculum Committee is guided by its Curriculum Guidelines which are reviewed by the committee at the end of every academic year. The Guidelines require new courses and new programs to clearly articulate their intended learning outcomes. Senate Curriculum Committee approval is also necessary for current courses which significantly change their learning outcomes, therefore needing an update in the Academic Calendar. The syllabus template offered by the Guidelines ensures this is an added component for all courses at UBC Okanagan which we believe is key for students' learning and academic success.

Additionally, our Centre for Teaching and Learning (CTL) offers support and resources to help instructors identify course or program learning outcomes with guidance from an educational consultant and/or instructional designer. Further support is currently underway through a UBC-designed web application that will soon allow instructors to engage in curriculum mapping from a backwards-design perspective by focusing on learning outcomes, teaching, and learning activities, as well as assessment methods. This same tool will also allow program coordinators to visualize their academic programs to help them gather pedagogical evidence to re-design programs towards an enhanced student learning experience, and higher relevancy to the workforce after graduation via career-related competencies and alignment to high demand occupations in the province.

The Senate recognizes the importance of having units and faculty members increasingly align assessment activities to the learning outcomes within one's course. Although it is recognized that types of assessments within a particular course are influenced by a number of factors including the learning outcomes, the level of the course, the discipline, and the instructor, the academic units across UBC Okanagan have developed curriculum committees to provide a more coordinated effort and oversight to ensure assessment methods remain appropriate and assess the learning outcomes of the course. In

addition, there is work underway to understand how the integration of different learning technologies can support more creative assessments (e.g., peer and group-based assessment activities) as well as overall course design and delivery.

Some units also have community advisory committees and Indigenous engagement committees, who work with the unit's curriculum committees towards ongoing development and updating of curricula. Further, units with a strong experiential learning component like the Bachelor of Human Kinetics, Bachelor of Management, Bachelor of Science in Nursing, and Masters of Social Work, among others, have dedicated staff to support students and key relationships with employers and industry partners to inform academic programs.

Student Progression and Academic Success

Student progression and academic success is a priority at UBC Okanagan. A number of committees, services and supports have been put in place to help students succeed academically. The Student Academic Success Committee (SASC) was formed in 2017. The committee's members include Associate Deans or Associate Directors of both undergraduate and graduate programming as well as those in leadership positions within student services. The purpose of this committee is to discuss and promote best practices across the campus related to student success as well as bring forward challenges arising from policies, procedures, support services, and/or initiatives that affect students from more than one-degree program to promote solutions. In addition, the academic and student services portfolios have successfully worked to bring together a number of student learning services that comprise the Student Learning Hub (SLH), where students from any discipline can access resources to help them succeed academically.

Academic appointments and Terms of Appointment

At UBC Okanagan, approximately 450 faculty members are represented by the UBC Faculty Association. The Collective Agreement, Board Policy AP3 and Board Policy AP9 govern the rigorous academic review processes to ensure that the award of a UBC academic appointment remains consistently high. That said, the framework of the Collective Agreement and Board Policy AP9 provide individual academic units flexibility and autonomy to also meet requirements of individual disciplines.

The process for selecting candidates for tenure-track or tenured appointments within an academic unit (e.g., Faculty, department, school) may vary but, in most cases, begins with the establishment of a search committee that reviews applications to assess and rank the applicants. Search committees typically include professors and students from the unit but may also include faculty from other units, and/or industry or community partners. Search committees receive support from other UBC departments such as Faculty Relations, Human Resources, and to meet the diversity requirements in accordance with the Federal Contractors' Program, the Equity, and Inclusion Office provides training and guidelines to mitigate against selection bias.

Shortlisted applicants are usually approved by the Dean and visit the campus, are interviewed by multiple people, give a public presentation on their research and/or teaching (e.g., a 'mock class' on a prescribed topic).

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Once the committee decides on a successful candidate, the appointment process moves into an academic review of the candidate's file in accordance with the provisions of the Collective Agreement. Beginning at the unit level, a committee of tenured and tenure-track faculty will deliberate and make its recommendation to the Dean. It is important to note that the constitution of the committee will vary depending on the rank under consideration for appointment and that the Head or Director has a separate vote, independent of the committee.

In turn, the Dean ensures that the department's review was procedurally sound and that the committee's recommendation aligns with the supporting evidence. Should the appointment also be considered for tenure, the Dean will further consult with a faculty committee. The Dean makes their recommendation to the President and in the case of a tenured appointment, or appointments above the rank of Assistant Professor, or Associate Professor of Teaching, the President will seek the recommendation of a Senior Appointments Committee comprised of 20 full professors from across the institution. While the Board retains the authority to make appointment or tenure decisions, the President is empowered to provide the final decision.

A streamlined appointment process is now also outlined in the most recent Guide to Reappointment, Promotion and Tenure Procedures at UBC updated in September 2020. The streamlined process is intended for use in extraordinary circumstances only and designed to facilitate exceptional new senior appointments to UBC where the candidate is being considered for a senior administrative position. Senior appointments include Associate Professors with tenure, Professors of Teaching with tenure or Professors with tenure.

Together, the hiring process provides various checks and balances to ensure that UBC follows transparent and objective processes to recruit the highest quality applicants.

UBC has two tenure-track streams for faculty members, the research and teaching stream (RT) and the educational leadership (EL) stream. Members of both streams are evaluated on their teaching and service contributions. Those in the RT stream are also evaluated on the quality and significance of their scholarly activity, while those in the EL stream members are evaluated on the quality and significance of their contributions to educational leadership.

For appointment as an Assistant Professor, members within the RT stream require demonstrated scholarly activity and achievement and to show actual or potential ability to instruct in their discipline. For appointment as an Assistant Professor of Teaching, members within the EL stream require completion of academic or professional qualifications, commitment to teaching, and potential of educational leadership.

Promotion for Tenure-Track Academic Appointments

Initial appointment for an Assistant Professor within the RT stream is made for a four-year term, followed by a reappointment for a second four-year term; the seventh year will include a mandatory review for promotion and tenure. The criteria for promotion to Associate Professor (RT stream) requires successful teaching, sustained and productive scholarly activity, the ability to direct graduate students, and participation in the affairs of the academic unit and the University. For promotion to Professor (RT stream), candidates must have made outstanding contributions to teaching and service, while achieving distinction in their field of scholarship.

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Initial appointment for an Assistant Professor of Teaching within the EL stream is made for a three-year term, followed by reappointment for a second three-year term; the fifth year will include a mandatory review for promotion and tenure. The criteria for promotion to Associate Professor of Teaching (EL stream) requires excellence in teaching, innovation in curriculum and demonstrated educational leadership. Promotion to Professor of Teaching is based on outstanding achievement in teaching and educational leadership along with innovative and sustained contributions to curriculum development and design initiatives that contribute to excellence in teaching and learning.

As with the initial appointment process, promotion and tenure processes proceed in accordance with the Collective Agreement. The Heads/Directors, Deans consult with advisory committees that review and deliberate on the candidate's file and make their recommendations to the President, who consults with the Senior Appointments Committee. Within the academic unit, these advisory committees typically include only tenured members of the same rank, or higher. The committee will select external academic referees to provide their views, following which it will deliberate on all of the evidence before it and, ultimately, make its recommendation of appointment to the Dean. It's important to note that there is only one opportunity to be reviewed for tenure. If unsuccessful, the candidate is given notice of a terminal year before their UBC employment ends.

To support faculty success through the pre-tenure period, faculty members are required to meet annually with their Head to review progress in meeting the criteria for re-appointment, promotion, and tenure. Together, they will review the member's progress as informed by the candidate's evolving dossier, including evidence of their research record (RT stream) or educational leadership activities (EL stream), peer review and student evaluations of teaching, service contributions and other relevant material. The Head will clarify expectations and processes, recognize the member's successes, identify and provide support to ameliorate deficiencies. The Head will document the process with a copy sent to the candidate to ensure that an accurate record of the discussions is available for future reference.

Other Academic Appointments - Lecturers, Sessionals

Lecturers are faculty members hired on contracts for up to five years with a right of re-appointment subject to demonstration of excellence in teaching and service contributions.

Sessional Lecturers are contract faculty who are predominantly hired on four-month contracts to teach specific courses. The University is making a concerted effort to reduce the need to hire Sessional Lecturers across both campuses. The Okanagan campus has seen success with the establishment of the Academic Excellence Fund (see details below). The Collective Agreement governs the provisions for performance evaluation and renewal of appointments for Lecturers and Sessional Faculty.

There are a number of [policies and expectations](#) outlined for all Faculty and Staff that highlight both principles and rules that are expected to upheld and/or followed as members of a public institution.

President's Academic Excellence Initiative

In March 2020, President Santa Ono launched his Academic Excellence Initiative (PAEI) otherwise referred to as the Academic Renewal Plan. This ambitious initiative is intended to extend UBC's research impact as a major university through the strategic recruitment of research-based faculty members, without sacrificing existing teaching excellence at all program levels. On the Okanagan campus, the PAEI

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seamlessly links to the campus' Outlook 2040 strategic plan in supporting research excellence and transformative learning experiences for our students.

Recruitment

From July 1, 2020 to date, UBC Okanagan Faculties recruited approximately 22 research-based faculty members inclusive of two Deans and the Deputy Vice Chancellor. This recruitment trend is likely to continue in the upcoming academic year. Since its inception in 2005, UBC Okanagan has continued to experience an accelerated growth trajectory and recruitment efforts are balanced to ensure that new faculty are appropriately resourced and provided with access to labs, classrooms, professional and personal support.

Commitment to Indigenous Engagement and Diversity

The University is deeply committed to the Truth and Reconciliation Commission's call to Action through ongoing reconciliation efforts and indigenous engagement. It is further committed to reflecting a workplace and academic climate that is diverse and dynamic. To support these commitments, last year the Provost's Office provided Okanagan Faculties with term bridge funding to support eight new positions to be filled by Indigenous, Black or People of Colour (IBPOC) faculty. During the upcoming academic year, the Provost will again provide Faculty with bridge funding supporting eight additional IBPOC faculty positions.

Excellence Funds

Since 2016, the Provost has allocated a portion of the campus' annual revenue to advance and strengthen academic excellence. As determined by the strength of an applicant's proposal, the Excellence Fund supports ambitious research initiatives that provide significant transformative learning opportunities and reach closer to the Outlook 2040 goals.

Faculty Professional Development

UBC Okanagan has also established a number of resources and funding opportunities to support professional development. The two main support units are the Office of Research Services and the Centre for Teaching and Learning. The Office of Research Services have a number of research development officers who offer workshops and one-on-one support to faculty members as they develop their research programs. There are also a number of internal funding opportunities and awards to recognize the research accomplishments of faculty. Similarly, the Centre for Teaching and Learning have educational consultants who organize workshops, communities of practice, and one-on-one support to help faculty enhance their pedagogical practice and educational leadership activities. Finally, the Provost's Office has established funding opportunities such as the Aspire-2040 Learning Transformations Fund and Open Educational Resources Grant Program to support curriculum development and pedagogical innovation. Additional financial support is provided to staff and faculty to support participation in external professional development opportunities such as attending conferences and/or workshops, membership fees for professional organizations, fees and subscriptions for journals and books.

3. Self-Evaluation Approach

Provide a general overview of the approach used by the institution to complete its internal evaluation process (self-study) for the QAPA. This section should outline the following: the main issues of the self-evaluation; the membership of the institution's quality assurance team/committee members and their respective roles; the distribution of duties and responsibilities; data/ evidence collection procedures; data/ evidence analysis procedures used to critically assess the effectiveness of quality assurance mechanisms; and any consultations carried out.

The development of this report was a notable way to reflect on the work that the UBC Okanagan campus has accomplished in the last 15 years, and the areas for further opportunity and growth. As a result, the Okanagan campus has had fruitful conversations and actions to date which easily transitioned into writing this document.

Report Writing

The Provost and Vice-President Academic supported the writing of this report through a Working Group comprised of:

- The Interim Academic Lead for the Centre for Teaching and Learning (chair)
- The Chief Institutional Research Officer, Planning and Institutional Research
- The Associate Dean, Teaching, Learning and Curriculum, of the Irving K. Barber Faculty of Arts and Social Sciences
- The Associate Dean, Undergraduate Studies, of the Faculty of Creative and Critical Studies
- The Associate Director of the School of Nursing
- The Dean of the Faculty of Health and Social Development and member of the Senate Academic Policy committee
- The Academic Initiatives Manager, Provost and Vice-President Academic Office

Using the report written by UBC's Vancouver campus as a guide and bringing knowledge from their disciplines and units, the Working Group members provided guidance to answer all sections of this report. Having the Chief Institutional Research Officer part of this ongoing work was key to ensure the most up to date data and evidence was woven throughout this document as relevant. Data used for this report stemmed from already published institutional reports, many of which are used for annual reporting at the Senate, Board, and Ministry level.

Additionally, other campus stakeholders were consulted throughout the preparation of this report to ensure accuracy of information, and to strike the right balance between depth and breadth offered herein. This includes faculty deans, the members of the Student Academic Success Committee, the Director of Faculty Affairs, and the Senior Advisor to the Deputy Vice-Chancellor on Indigenous Affairs.

This report was reviewed by the Senate Academic Policy and Curriculum committees before being reviewed by our Senate during the month of May, 2021. At all points, feedback and advice was gathered by the Working Group to inform the report in an iterative manner.

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Not surprisingly, working on this document was difficult within the context of the pandemic. In-person conversations and reflections were missed. However, the Working Group believes this report served as a primer for the first Associate Provost, Academic Programs, Teaching and Learning on our campus who started in May 2021. Together, this new role and this report will be a catalyst for further initiatives and work around quality assurance and enhancement on our campus.

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4. QUALITY ASSURANCE PROCESS AUDIT (QAPA) SELF-STUDY

4.1. Overall Process

A. Does the process reflect the institution's mandate, mission, and values?

- The institution should be able to demonstrate that it has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs.
- The process should contribute to the continuous improvement of the institution
- Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.

The cyclical reviews of units at UBC Okanagan are governed by the Senate policy on Reviews of Administrative Units (see Appendix X), the Board of Governors policy on Extension of a Dean's Appointment (see Appendix X), and the Principles, Procedures, and Guidelines (PPG) for External Academic Unit Reviews (see Appendix X). The latter was formalized by the Provost's Office in 2014 to complement the Senate policy which pre-dates the creation of the Okanagan Senate in 2005.

Units, as noted above, refer to departments, institutes, centres, schools, Faculties, or other administrative units within the University. Academic programs offered by the unit, including undergraduate, graduate, and professional programs, are reviewed under the context of that unit's review. In the case of undergraduate units offering graduate-level programs, the unit works with the College of Graduate Studies to address them.

The Senate policy states that Faculties are authorized and encouraged to design additional Senate-approved processes to guide their cyclical academic reviews. The Irving K. Barber Faculty of Arts and Social Sciences and the Irving K. Barber Faculty of Science, our two largest faculties, formalized their Statement of Principles, Procedures, and Guidelines for External Reviews of Units (PPG) in 2016 (see Appendix X).

While the timing of the reviews is not strictly enforced by the current Senate policy, the PPG does stipulate that "reviews are normally conducted every five years and the time interval between reviews must not exceed ten years." Additionally, an external review may also be initiated by the Head, Dean, the Provost, the Senate or by other circumstances such as accreditation requirements, revision of curriculum, joint initiatives with other units, and/or a redeployment of resources. The Board of Governors policy (see Appendix X) calls for a review of Faculties when the Dean's appointment is approaching expiration and there is consideration of extending the appointment for more than one year. Similarly, the appointment and extension of department Heads is also informed by the most recently completed review of their academic unit (see Appendix X) as per Board of Governors policy AP9.

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The beginning of an external review is marked by a conversation amongst the leadership of the academic unit, including the Office of the Dean and senior administration of the University, as applicable. This allows for the selection and refinement of the Terms of Reference that will guide the purpose and focus on the academic review. Then, a memo is sent to all unit members to inform them of the upcoming review, reviewers, and site-visit dates.

Once a review is completed, units are asked to respond to the reviewers' report through an action plan for the unit that consolidates the strengths and weaknesses of the unit and its programs. Two years later, a report on the implementation of such actions is to be filed with the Dean or President, as appropriate, and the Secretary of the Senate. On an annual basis, the Provost's Office reports to the Senate on the previous year's academic reviews via a summary of the reviewers' reports and the unit's responses.

The Provost's Office supports the reviews of units by making data available, offering templates, and sharing resources, such as ways to provide the provincial context to those reviewers coming from outside BC. The Office makes resources available through its website.

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B. Is the scope of the process appropriate?

    i) There should be evidence of a formal, institutionally approved policy and procedure for the periodic review of programs against published standards that includes the following characteristics:

➢ A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. A self-study takes into account:

o the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards;

o the adequacy and effective use of resources (physical, technological, financial, and human);

o faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization;

o that the learning outcomes achieved by students/graduates meet the program's stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting, or professional association;

o the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved;

o the graduate satisfaction level, student satisfaction level, and graduation rate; and

o where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level.

➢ An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written report that assesses program quality and may recommend quality improvements; and an institution response to the report;

➢ A summary of the conclusions of the evaluation that is made appropriately available.

Describe how the institution meets this criterion, including an overview of the policy and processes, a description of how the policy was developed, the formal approval process, and when the policy was last reviewed. The policy and processes for ongoing program and institutional assessment and other relevant institutional policies should be attached as an appendix.

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Self-study

The self-study of units under review is guided by the Terms of Reference chosen by the unit's leadership. A template for the self-study is included in the PPG in a modular manner so it can adapt to the needs of the unit. Below is the template:

1. Executive summary
2. Overview of the unit
3. Undergraduate instruction and learning module
    a. Overview
    b. Enrolment and recruitment
    c. Curriculum review
    d. Instructional models, assessment of learning
    e. Teaching and learning evaluation and effectiveness
    f. Student advising and development
4. Graduate and postdoctoral studies module
    a. Graduate programs
        i. Overview
        ii. Recruitment, enrollment, and completion
        iii. Structure, curriculum/pedagogy, and assessment
        iv. Research mentoring (for programs with significant research component)
        v. Environment resources
        vi. Student finances
        vii. Graduate student research productivity
        viii. Post-graduation outcomes
        ix. Graduate student report
    b. Post-doctoral fellows
5. Research, scholarly and professional activity module
    a. Faculty awards and distinctions
    b. Research intensiveness and dissemination
6. Service and community partnerships
7. Aboriginal engagement
8. People and outstanding work environment
9. Resources, administration, and governance module
10. Response/follow-up on previous review
    a. Head's summary

The Okanagan Planning and Institutional Research Office (OPAIR) supports the collection of relevant data for the self-study. The PPG outlines the below metrics to be included:

- Enrolment and recruitment statistics
- Teaching and learning evaluation and effectiveness
- Research intensiveness and dissemination
- Resources, administration, and governance metrics
- Recruitment, enrolment, and completion

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The list of available metrics from OPAIR is continuously updated and made available to units via the Provost's Office's website to support unit reviews as appropriate (see Appendix X for the most up-to-date list).

Panel, site-visit, and follow-up

The PPG requires at least two external reviewers. In practice, departments often select two external reviewers while for Faculty reviews, three external reviewers are often chosen. Similarly, required site-visits tend to take two days for departments and three days for faculties. A list of suggested reviewers is provided to the Provost who makes the final selection of reviewers in conversation with the unit's leadership.

The resources developed by the Provost's Office suggest that units invite their membership to suggest reviewers and produce a list taking into account:

- Academic leadership from peer institutions
- Relevant administration experience
- Understanding of the BC post-secondary education context (if not possible, plan to support them with this contextual information)
- Conflict of interest
- Gender balance
- Equity considerations
- For professional programs/faculties, consider including a member from the relevant professional community

In the case of faculty reviews, once the Provost approves the reviewers, a memo is sent out to unit members to share this information, including the dates of the site-visit, and to invite them to submit anonymous feedback via the Provost's Office. The Provost's Office will then redact the feedback, as needed, to ensure anonymity and append it to the self-study, in advance of the site-visit, normally, at least one month ahead of the site-visit.

Response to External Review Report

A response to the reviewers' report by the unit must outline an action plan consolidating the strengths and weaknesses of the unit. This is the responsibility of the leadership of the unit under review, the unit's Dean, and Graduate Studies Deans, and the senior administration of the University.

Additionally, the Provost's Office presents an annual report to Senate on all reviews completed the previous academic year. Such a report includes a summary of the reviewers' recommendations and the unit's response. When the unit under review is a faculty or an administrative unit, the Provost's Office also makes the documentation publicly available via the office's website.

A report reviewing the implementation of recommendations is done within two years of the review and is forwarded to the appropriate executive lead as well as to the Secretary of Senate.

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> ii) The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.

Describe how the institution meets this criterion, including an overview of the policy and processes, a description of how the policy was developed, the formal approval process, and when the policy was last reviewed. The policy and processes for the approval of new programs and other relevant institutional policies should be attached as an appendix.

The process for new program approval was created based on the Vancouver campus practices when the Okanagan Senate was formed in 2005. The development of new programs is guided by the Senate-approved Guide to Curriculum Submissions for UBC Okanagan (GCS – see Appendix X), which is reviewed and updated at the end of every academic year by the Senate Curriculum Committee. This document stipulates the formal processes and procedures to make any curricular changes in the institution before they can be implemented.

In 2017, the Provost's Office developed a complementary process to propose new programs preceding the Senate-required steps delineated by the GCS. Such a process was created in consultation with academic units and the Senate Secretariat to ensure clarity and streamlining, and most importantly, to support program proponents from the outset, towards a strong and successful application to DQAB, when required. When that is the case, the Provost's Office works with the program proponent to ensure early and meaningful consultation with peers in the province, potential employers, students, and community members.

These two processes have proven to work well for one new program and the redesign on an existing program so far. Various faculty members currently working on new academic program proposals have also provided feedback on its usefulness. Thus, the Senate Curriculum Committee formalized the Provost's Office's suggested steps in the GCS in April 2021. As a result, all proposals are now required, by Senate, to meaningfully engage with peers and community members, prior to submitting the complete proposal to Senate for their review and approval. These changes also require proponents to identify jobs in BC for which program graduates would be able to qualify upon successfully completing the program.

Over time, the required Concept Paper for a new program (or redesign of an existing program), which triggers the entire process of approval, will be able to adapt to emphasize key areas identified by UBC's strategic plans and/or mandated by the Ministry.

The process for new program approval, including both the Provost's Office process and the GCS process, is as follows (see accompanying checklist for the process in Appendix X):

Program Concept and Viability

1. An academic unit starts to develop a new degree program, or a major change to an existing program.
2. The champions of this emerging new program are the proponents. The proponents advise their Department's head (or Director as appropriate) and Dean's Office that work is starting on the

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development of an idea for a new program. The proponents should provide preliminary materials (concept paper (see Appendix X) and preliminary Viability of Program Assessment) to the Dean.

3. Following the Dean's support, the proponents advise both the Senate Secretariat and the Provost's Office that proposal for a new program is under development.

4. In preparation for Ministerial approval (if applicable), the Provost's Office will work with the proponents to provide further strategic direction, and start completing the Stage 1 Application Form (or other Ministry required forms). Submission to Ministry is done by the Provost's Office once Senate and the Board of Governors have approved the new program or changes to an existing program.

5. Proponents continue to work with their Faculty Financial Manager to revise the Viability of Program Assessment Tool and the Concept Paper.

6. If the program is already offered at the Vancouver campus, Ministry approval may not be required. Instead, a learning outcomes map that compares and contrasts the two programs will be required. A template and support for this comparison is available through the Provost's Office.

Faculty Approval (1 – 2 months)

7. The proponents work closely with their Faculty to follow internal processes towards department and formal Faculty approval, taking into account feedback received thus far. Proponents are strongly encouraged to seek support from the Centre for Teaching and Learning (CTL) in the development of curriculum, and Enrolment Services/College of Graduate Studies (as appropriate) to plan for loan eligibility, admissions, and scholarship details.

8. The proponents then complete required formal consultations with departments and faculties across campus offering related programs and with any units or individuals expected to contribute to, support, or be impacted by the new program. If the proposed program is a graduate-level program, this includes the Graduate Program and Curriculum Committee.

9. A final Viability of Program Assessment is completed by considering all consultations. The assessment is reviewed and approved by the Dean and further supported by the Provost's Office.

Senate Approval (1 – 2 months)
Following Faculty approval, the proposal can move through the required Senate committees.

10. Senate secretariat can assist with ensuring the proposal is reviewed by the relevant committees (including the Senate Admissions Committee and the Senate Curriculum Committee). Refer to Senate Curriculum Guidelines for further details and resources.

Simultaneously, proponents:

11. Start working with AVP Students to begin the student tuition consultation (as required by Policy No. 71). The consultation must be open for at least one month, and the Faculty must respond, in writing, to any significant issues raised in the resulting Student Consultation Report. This entire process may take up to three months. Thus, it is important to start planning for student consultation as soon as Faculty Council has approved the proposal. It is also encouraged that

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proponents start working with the recruitment and marketing teams to plan for program promotion.

Board of Governors Approval (3 months minimum)

12. Following Senate approval, the Senate will forward the proposal for Board of Governors approval. At this point, the student consultation and Faculty response (if needed) must be added to the Board documents. Certificates or Diplomas do not require Ministry's approval. Thus, these may be implemented upon Board of Governors approval.

Ministry Approval (6 – 8 months minimum)

13. Upon Board of Governors approval, the Provost's Office makes final edits to the Stage 1 Form (or any other required form) and forwards the proposal to the Ministry of Advanced Education for approval. The Provost's Office will advise proponents of ministerial approval once it has been granted.

C. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g., faculties or departments or credential level?

i) The guidelines are adaptable to the range of programs and offerings within the institution.
ii) The guidelines provide measurable, consistent means and direction to undertake diversified program review.
iii) The guidelines are consistent with institutional Mandate, mission, vision and associated strategic goals.

Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

(i) As noted above, a key feature of UBC's governance framework and the PPG for External Academic Unit Reviews is creating a set of consistent high-level expectations and criteria that are flexible enough to meet the needs of diverse academic units. This feature is evident in the modular template in the PPG for the self-study document, as well as the process of beginning an external review with conversations amongst the leadership of the academic unit, the Office of the Dean and senior administration, to refine the scope and Terms of Reference of the review to meet the needs of the unit. In addition, it is noted in the PPG that units may incorporate elements from their accreditation processes, towards fulfilling the UBC external review of their units, as relevant, keeping in mind that that different audiences may be looking at different indicators.

(ii) The external review process provides measurable, consistent means and direction as the PPG outlines the involvement from the Provost's Office with each review to ensure consistency of process

and direction, the use of a template for the self-study that allows for consistency of information with flexibility to allow for some diversity based on the unit undergoing the review. In addition, OPAIR provides a set of data to all units in developing the self-study. Finally, the PPG outlines how the external review report and the unit's response are to be shared back to the Provost's Office which again helps ensure consistency in quality assurance processes across the institution.

(iii) The *Self-Study* component of the PPGs explicitly outline a number of elements that allow the reviewers to assess performance and alignment with the unit's/Faculty's/University's strategic plans including: (a) undergraduate instruction and learning; (b) graduate and post-doctoral studies; (c) research, scholarly, and professional activity; (d) service and community partnerships, (e) Indigenous engagement; and (f) resources, administration, and governance. In addition, within the *Structure and Selection of Review Committees,* the membership of the review team shall reflect a commitment to equity and balance in representation which further reflects the mission of UBC Okanagan.

Overall, the PPG emphasizes the importance of academic reviews to allow our campus to "effectively track progress on the Place and Promise commitments...." Although there have been new and updated strategic documents since Place and Promise, the PPG's stress on alignment with our vision and goals, continues to be upheld.

D. Does the process promote quality improvement?

i)   The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional, and academic programs.

ii)   The institution should be able to demonstrate how faculty scholarship and professional development inform teaching (including graduate teaching) and continue to be a foundation for ensuring that programming is up to date.

iii) The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.

Describe how the institution meets these criteria. Relevant institutional policies should be attached as an appendix.

(i) The University has an appropriate accountability mechanism in place for reviewing units and their academic programs grounded in the Senate policy on Reviews of Administrative Units (see Appendix X), the Board of Governors policy on Extension of a Dean's Appointment (see Appendix X), and the Principles, Procedures, and Guidelines (PPG) for External Academic Unit Reviews (see Appendix X). Specifically, the PPG provides explicit guidelines, metrics, and assessment criteria to be used in the review of academic units and their respective academic programs. In addition to meeting the criteria established by the Ministry of Advanced Education and Skills Training, all credit-bearing programs must be approved by Senate and the Board of Governors.

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The Senate Curriculum Committee and Admissions Committee have responsibility for approving non-credit-bearing programs, as per Senate policy O-129 (see Appendix X). Such policy requires the Provost to submit information on non-credit program enrolment to Senate on an annual basis. The policy governing non-credit programs was developed and approved in 2018 and, since then, two programs have been approved. It is expected that these programs are also reviewed when their units are reviewed. Currently, the Provost's Office is also leading a working group to support non-credit initiatives using a quality assurance framework to ensure programs are of high quality and responsive to the community needs and BC's labour market.

(ii) UBC is committed to scholarship and professional development that informs teaching and initiatives to foster innovative academic programs that are responsive to the changing needs of students and our communities. Having a tenure-track stream on Educational Leadership is a concrete example of this commitment. There are also specific structures designed to support high-quality scholarship and teaching for all faculty including the Centre for Teaching and Learning, the Office of Research Services, and the Provost's Office. The Centre for Teaching and Learning provides technical and pedagogical support through one-on-one consultations, workshops, and the establishment of communities of practice. Educational consultants also support curriculum development and revision as well as Scholarship of Teaching and Learning (SoTL) activities and in curriculum development. The Office of Research Services offers a number of services and initiatives to support faculty members in obtaining both internal and external grants to support research and scholarship. It recognizes faculty who make significant scholarly contributions and encourages bringing this work into the classroom and/or mentoring students on research through a variety of undergraduate research awards or work-integrated learning opportunities. In addition, a number of initiatives and funding opportunities are available through the Provost's Office. For example, each year the Provost's Office funds numerous projects to support innovation in teaching and learning through Aspire grants, the Excellence fund, The Program for Undergraduate Research, and the Open Educational Resources Grant Program. The Provost's Office also recognizes outstanding and Innovative teaching through a number of teaching awards. Finally, the Provost works closely with the UBC Executive, Deans of the campus' eight faculties and schools, and supporting portfolios in the Provost's Office to deliver strategic initiatives that create an exceptional teaching and learning environment and foster academic excellence.

Student evaluation of teaching has also been carried out since UBC Okanagan was established. In 2009, a consistent set of university-wide questions were mandated for every course with various units being able to add questions if they wish. In addition, units are encouraged to engage in both formative and summative peer-review of teaching to further support the development and implementation of high-quality pedagogical practices. In 2019, a cross-campus working group was formed to further review and make recommendations for improving evaluation of teaching within the institution which led to, in May of 2020, the Senates on both campuses adopting a set of recommendations that are currently in the process of being implemented. The main recommendations include a change to the university-wide questions to have an increased focus on the student-learning process, to institute steps that would lead to a better understanding of bias in teaching evaluations as well as working towards a more holistic approach to the evaluation of teaching, as opposed to a focus on the student and peer evaluations.

(iii) There has been a significant shift in recognizing the importance of curriculum mapping whereby the course-level learning outcomes required by Senate when proposing new courses or making changes to

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current courses, should also align and/or link with broader program-level learning outcomes. Despite the identification of learning outcomes, particularly at the program level, being relatively new to the Canadian post-secondary culture, UBC Okanagan is committed to the development of explicit program-level learning outcomes. Significant work has recently been completed or is actively underway in a number of academic units to this end. For example, learning outcomes structured the redesign of the Bachelor of Arts, Bachelor of Media Studies, Bachelor of Human Kinetics, and new programs such as the Bachelor of Nsyilxcn Language Fluency and the Bachelor of Sustainability.

In addition, the Provost's Office is leading the development of a web application to support the design and evaluation of courses and programs, so that alignment between learning outcomes, teaching and learning activities, and assessment methods, is articulated and strengthened. The tool will allow users to visualize this alignment towards supporting program design and re-design decisions. A group of staff members from the Provost's Office, Centre for Teaching and Learning, and the Library, will support the use of this tool across campus, once it is launched.

INSTITUTION ASSESSMENT

Based on the preceding responses in section 4.1, provide a critical assessment of strengths and areas for improvement in the quality assurance mechanisms described. Include how the institution will implement measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

Taking into account the rapid growth and resulting competing priorities of our campus, since inception in 2005, the campus has done its best to ensure units and programs undergo external reviews according to the PPG. However, these efforts have had varying degrees of success, as expressed in the above section and the worksheet accompanying this report. Discussions at Senate, to date, have identified areas for improvement and strengths that the soon-to-be approved updated policy on academic reviews will reflect. Such policy is being considered by the UBC Vancouver Senate as well, for an anticipated cross-campus updated policy by the fall of 2021.

Specifically, the updates under discussion include the integration of the guidelines offered through the PPG, the best practices offered by the Provost's Office, and the strengths of the current policy, into one policy with attached procedures. This one document (instead of three) will inform all academic reviews and, as such, minimize gaps around the required follow-up reporting after the response from reviewers has been received, and the report on progress, two years later. These two aspects have been acknowledged to be missing in some of the reviews already completed. This reporting will also be required to be done from an action-oriented perspective which we believe will directly contribute to continuous quality improvement.

That being said, in completing this report, great examples were shared of multiple actions taken by units as a result of their reviews and recommendations even if a formal response was not submitted. These actions included the design of a new program, re-design of existing programs and/or identification of strategic directions for a program or department. Thus, in most cases, failing to provide a formal response to a review and/or report on progress, within two years after the review has taken place, has

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been a matter of capacity or resources rather than a lack of meaningful action based on the recommendations from the review.

The new policy for academic reviews will clarify the expectation of a five-to-seven-year cycle, including follow-up reports with consideration of how to best align the review of units who are accredited by external bodies to mitigate the increased workload involved in the review process. For example, processes that would allow externally accredited units meet both our policy's Terms of Reference and the accrediting body's scope within one review process. This will ensure that reviews are done on a cyclical manner across all units without creating extra work for the unit.

Current strengths and best practices for academic reviews will continue to be part of the updated policy and its procedures. For example, the annual report to Senate on the previous year's academic reviews on campus from the Provost as well as flexible Terms of Reference to guide the reviews, provide adaptability to units to ensure relevancy. Also, the work and support by OPAIR provides up-to-date evidence on the effectiveness of a unit and its programs.

Our current engagement with UBC Okanagan students is also a strength and has proven to be a successful driver for the campus growth and ongoing quality improvement. The Okanagan Planning and Institutional Research (OPAIR) for example, continuously supports program reviews, redesign initiatives, and policy evaluations; they create, deploy, and analyze student surveys and focus groups to gather evidence of interest for a new program, feedback on a current program, or impact of a new or current academic or non-academic policy. Most recently, this was paramount for the proposal of the Bachelor of Sustainability and the redesign of the Media Studies degree and the Human Kinetics degree. Similarly, they continue to engage with students to evaluate impact of changes proposed by Senate for the Student Experience of Instruction questionnaire. Additionally, OPAIR has recently launched a new website making data more accessible to all UBC Okanagan community members via interactive dashboards.

It's been recognized that our formal engagement with the larger community can be strengthened, in particular with our alumni. Our campus does not currently have a systematic and centralized way to support this engagement although some units make efforts to engage with them through their own channels: email lists, blogs, periodic events, social media. However, this is an area that can be improved as move towards meeting the vision of UBC Okanagan Outlook 2040, whereby the campus looks to serve the region by also offering education pathways outside of the traditional 4-year degrees. To this end, conversations have started to explore options and strengthen this aspect of formalized community engagement to ensure quality improvement. Further, a working group focused on Continuing and Personal Education pathways is also exploring ways in which community members, labour market demands, and alumni, can be prioritized in the design, review, and implementation of academic programming.

Similar to the comments above related to changes to the academic policies, another strength has been the willingness of the Senate Curriculum Committee to discuss and recognize the value of making changes to the process by which a new program (or redesign of a current program) is proposed. The recently approved changes to the Senate Curriculum Guidelines (SCG) formalize practices that have been followed in recent years by units, as per guidelines from the Provost's Office such as early engagement with peers and community, and consideration of the labour market in BC for program

graduates. The updated SCG now also includes expectations when proposing to decommission a program so to ensure current students and alumni are informed and prioritized in such decisions.

The Senate Curriculum Committee has also recognized the need for improved processes to ensure that future iterations of courses conform to those initially approved by Senate on an ongoing basis. For example, this would ensure assessment practices continue to align with learning outcomes. Early discussions have begun to identify ways in which this may be accomplished in manners consistent across academic units.

4.2. REVIEW FINDINGS

A. Were the responses to the sample program review findings adequate?
- The institution has a follow-up process for internal program reviews and acts in accordance with it.
- Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.

The PPG and the resources provided by the Provost's Office require the unit to respond to the recommendations outlined in the external review in a timely manner. The Senate policy on Academic Reviews of Unit mandates a report be submitted within two years on progress made on these recommendations. Specifically, faculties do respond to the reviewers' recommendations in a timely manner, and these responses are made publicly available via the Provost's Office website. Among departments, however, responses to reviews vary.

In the Irving K. Barber Faculty of Science and the Irving K. Barber Faculty of Arts and Social Sciences, for example, responses from departments are in most cases completed since they are mandated by faculty-specific policies and procedures. To ensure full compliance to its own policies, further administrative support is needed to ensure these responses are submitted as outlined in their respective policies and guidelines.

Once a year, the Provost's Office reports to the Senate on the reviews completed and the responses to them, as mandated by the PPG.

B. Does the process inform future decision making?
- The program review ensures that the program remains consistent with the institution's current mission, goals, and long-range plan.
- Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.

Program reviews, done in the context of their unit reviews, inform the extension of a Dean or Head, as per Board of Governors policies (see Appendix X and X). Thus, they become a key component of the direction of a unit.

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The PPG emphasizes the relevancy and importance of unit reviews for reflection, future planning, and achievement of UBC Okanagan's strategic plans. Since the launch of UBC Okanagan's Outlook 2040 (see Appendix X) in 2019, units have been further encouraged to take a forward-looking perspective. This is supported by the Terms of Reference and the self-study template provided to units which cover the areas of alignment to the institution's mission and goals.

Academic reviews have informed significant changes to academic programs. The Bachelor of Arts, externally reviewed in 2016, was redesigned and will officially launch in the fall of 2021. Similarly, the School of Health and Exercise Sciences has enacted its external reviewers' recommendations outlined in their 2019 review, leading to a redesign of the Bachelor of Human Kinetics. The newly created B.A. Major in World Literatures and Intercultural Communications also resulted from the suggestions made by reviewers of the Departments of English and Cultural Studies, and Languages and World Literatures, in the Faculty of Creative and Critical Studies.

It is anticipated that such notable examples will become the norm in the near future, as the updated Senate policy for academic reviews is released with accompanying procedures to support the meaningful engagement and completion of reviews. Additional support and direction will come from the newly created and soon-to-be-filled position of Associate Provost, Academic Programs, Teaching and Learning.

C. Are the review findings appropriately disseminated?
- The institution has a well-defined system to disseminate the review findings to the appropriate entities.
- Describe how the institution meets this criterion. Relevant institutional policies should be attached as an appendix.

The current policy stipulates that "a copy of each review committee's report as submitted to the members of the unit being reviewed be deposited with the Secretary of Senate and made available for examination by senators" and "that, within two years of the completion of the review, a report on the implementation of the recommendations of the review be forwarded to the Dean or the President as appropriate and a copy lodged with the Secretary of Senate."

The PPG do not specifically address dissemination of the review findings. However, the resources made available from the Provost's Office do call for the response to the reviewers' recommendations, to be shared with the entire unit, the Dean's Office, and appended to the annual report on Faculty reviews to the Provost's Office. Since these resources are yet to be formalized by Senate, the practices across units vary. Additionally, the Faculty of Arts and Social Sciences and Faculty of Science post all documents pertaining to external reviews in their unit internal websites.

In the case of faculty reviews, the Provost's Office makes the response to the review findings available to the community via the Office's website.

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INSTITUTION ASSESSMENT

Based on the preceding responses in section 4.2, provide a critical assessment of strengths and areas for improvement in the quality assurance mechanisms described. Include how the institution will implement measures to address areas for improvement. This should include an evaluation of their impact on continuous quality improvement.

As mentioned in the assessment of section 4.1, there are strengths and areas of opportunities around the process of academic reviews at UBC Okanagan, many of which are being currently addressed at the Senate level. However, in this section, we will take the opportunity to elaborate a bit more on some of those areas as it relates to section 4.2 above.

A gap that has been identified in the process of academic reviews is the follow-up reporting and dissemination of results. Although in practice the Working Group gathered numerous examples of follow-up actions that directly speak to the recommendations gathered from a review, a formal report is often missing as well as a progress report within the two-year mark. In these cases, dissemination is clearly a gap as well.

In the case of reviews of Faculties and Schools, the Provost's Office has made an effort to disseminate memos, results, and responses, through its website. Similarly, the Faculty of Science and Faculty of Arts and Social Sciences disseminate review-relevant information through their internal website for faculty and staff. The Schools within the Faculty of Health and Social Development also disseminate review-relevant information through their websites. However, this practice is not present among all other units.

5. OTHER INSTITUTION COMMENTS (Limit to 1 page)

UBC Okanagan has experienced rapid growth since its establishment in 2005. However, through this period of significant growth and change, our campus community has been dedicated to actioning initiatives to enhance the educational experience and academic success of our students. Thus, UBC Okanagan recognizes this Quality Assurance Process Audit as another step in helping improve both practices, and in particular, policies that will further improve our own quality assurance processes. Our quality assurance Working Group looks forward to receiving feedback about its own efforts as well as policies and practices implemented at other institutions, to continue our commitment to high quality post-secondary education.

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Completed and Planned Reviews Worksheet

Quality Assurance Process Audit (2021)

1. Briefly explain the institution's internal review cycle. Please note when the policy was last updated.

The cyclical reviews of units at UBC Okanagan are governed by the Senate policy on Reviews of Administrative Units, last reviewed in 1983, the Board of Governors policy on Extension of a Dean's Appointment (see Appendix X), and the Principles, Procedures, and Guidelines (PPG) for External Academic Unit Reviews (see Appendix X). The latter was formalized by the Provost Office in 2014 to complement the Senate policy which pre-dates the creation of the Okanagan Senate in 2005.

The PPG states that "while there is no rigid periodicity for reviews, reviews are normally conducted every five years and the time interval between reviews must not exceed ten years". The policy is currently under review by the Okanagan Senate and will be accompanied by a set of procedures which will replace the PPG.

2. Completed Reviews

List only programs/units that have completed reviews under the institution's current quality assurance policies. If the institution's current quality assurance policies are less than 5 years old, list all reviews completed in the last seven years.

Program/Unit	Review Start Date*	Review End Date*	Reviewers/Institution
School of Engineering	February 2012	March 2012	Dr. Yu-Ling Cheng, University of Toronto Dr. Roger Beckie, University of British Columbia Ms. Mayka Kennedy, Engineering, BC Oil & Gas Commission
Psychology (major)	2011	June 2012	Dr. Cindy Meston, University of Texas Dr. Patrick McGrath, Dalhousie University
School of Health and Exercise Sciences	November 2012	March 2013	Dr. Helene Perrault, McGill University Dr. Jane Watkinson, University of Manitoba Dr. Howard Zelaznik, Purdue University
Sociology (major)	November 2013	June 2014	Dr. Daiva Stasiulis, Carleton University Dr. Thomas Langford, University of Calgary Dr. Suzan Ilcan, University of Waterloo
Department of Creative Studies	April 2014	March 2015	Dr. Bruce Barber, Nova Scotia College of Art and Design

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			Dr. Joy James, Western University Dr. George Elliott Clarke, University of Toronto
Department of Critical Studies	October 2013	June 2015	Dr. Diana Brydon, University of Manitoba Dr. Eleanor Ty, Wilfrid Laurier University Dr. Heather Zwicker, University of Alberta
School of Engineering	September 2015	January 2016	Dr. Edward McBean, University of Guelph Dr. Rafik Goubran, Carleton University Dr. Thomas Tiedje, University of Victoria Dr. Reza Vaziri, University of British Columbia Ms. Mayka Kennedy, BC Oil and Gas Commission
College of Graduate Studies	January 2016	March 2017	Dr. Anthony Clarke, University of Guelph Dr. Marty Leonard, Dalhousie University Dr. Linda Miller, Western University
Bachelor of Arts	August 2016	November 2016	Dr. Gage Averill, UBC Vancouver campus Dr. Lise Gotell, University of Alberta Dr. Kevin McQuillan, University of Calgary
Faculty of Health and Social Development	December 2016	October 2017	Dr. Jayne Garland, Western University Dr. John O'Neil, Simon Fraser University Dr. Harvey Skinner, York University
Faculty of Management	January 2017	September 2017	Dr. Michael Benarroch, University of Manitoba Dr. Sylvain Charlebois, Dalhousie University Dr. Elisenda Paluzie, Universitat de Barcelona
Department of Biology	March 2016	September 2017	Dr. Mark Abrahams, Memorial University of Newfoundland Dr. Claire Cupples, Simon Fraser University Dr. Jeff Goldberg, Mount Royal University
Irving K. Barber Faculty of Arts and Sciences	October 2018	January 2019	Dr. Kevin Kee, Dean, University of Ottawa Dr. Antonia Maioni, McGill University Dr. Lesley Rigg, University of Calgary Dr. Jonathan Schaeffer, University of Alberta
Department of Computer Science, Mathematics,	November 2018	June 2019	Dr. Richard Caron, University of Windsor Dr. Richard Lockhart, Simon Fraser University

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Physics, and Statistics			Dr. Mario Nascimento, University of Alberta Dr. Stephen Pistorius, University of Manitoba
Department of Chemistry	September 2018	September 2019	Dr. Alison Flynn, University of Ottawa Dr. Chuck Macdonald, Carleton University Dr. Neil Burford, University of Victoria
Department of Earth, Environmental and Geographic Sciences	April 2018	February 2019	Dr. Irena Creed, University of Saskatchewan Dr. Nigel Rolet, McGill University Dr. John Thompson, Cornell University
School of Health and Exercise Sciences	February 2018	September 2019	Dr. Jeff Coombes Director, The University of Queensland Dr. Maureen MacDonald, McMaster University Dr. Wendy Rodgers, University of Alberta Dr. Diane Ste-Marie, Faculty of Health Sciences University of Ottawa
Department of Languages and World Literatures (former Critical Studies)	May 2019	April 2021	Dr. Catherine Caws, University of Victoria Dr. Mark Conliffe, University of Calgary Dr. Geoffrey Winthrop-Young, UBC Vancouver
Department of English and Cultural Studies (former Critical Studies)	May 2019	September 2019	Dr. Patricia Badir, UBC Vancouver Dr. Susan Hamilton, University of Alberta Dr. Jacqueline Jenkins, University of Calgary
Department of Economics, Philosophy, Political Sciences	October 2019	May 2021	Dr. Matthew Bedke, UBC Vancouver Dr. Cornelius van Kooten, University of Victoria Dr. Juliet Johnson, McGill University
Department History and Sociology	September 2019	May 2021	Dr. James Carson, Queen's University Dr. George Colpitts, University of Calgary Dr. Gillian Creese, UBC Vancouver
School of Engineering	October 2020	March 2021	Jean Zu, Stevens Institute of Technology Ali Dolatabadi, Concordia University Mike Chiasson, University of British Columbia Paul Chernikhowsky, FortisBC

** The Review Start Date is the date the **program review was formerly initiated** in accordance with the institution's quality assurance policy.*

** The Review End Date is the date when **following up reporting is completed**, in accordance with the institution's quality assurance policy.*

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3. Planned Reviews

Program/Unit	Expected Start Date	Expected End Date	Date of Last Review
Department of Community, Culture and Global Studies	September 2021	May 2022	N/A
Department of Psychology	September 2021	May 2022	2011/12
College of Graduate Studies	September 2021	May2022	2016/17
School of Education	September 2021	May 2022	N/A
Faculty of Management	September 2021	May 2022	2017/18
Faculty of Health and Social Development	September 2021	May 2022	2016/7
Department of Creative Studies	September 2022	May 2023	2014/15
Department of Biology	September 2022	May 2023	2017/18
Faculty of Creative and Critical Studies	September 2022	May 2023	N/A
Department of Computer Science, Mathematics, Physics, and Statistic	September 2023	May 2024	2018/19
Department of Chemistry	September 2023	May 2024	2018/19
Department of Earth, Environmental and Geographic Sciences	September 2023	May 2024	2018/19
School of Health and Exercise Sciences	September 2023	May 2024	2018/19

4. List all programs/units that have not been reviewed or that have missed the last scheduled review

The below schools have not been reviewed under the current Senate policy and PPG. However, they are accredited by external bodies and as such, reviewed through their standards in a cyclical manner:

- School of Education
- School of Nursing
- School of Social Work

Additionally, while programs and departments within the Faculty of Creative and Critical Studies have undergone academic reviews, the faculty has not been reviewed.